

North University

❧ BULLETIN. ❧

JULY 15, 1904.

Number 1.

Preliminary Announcements.

THE LIBRARY
OF THE
UNIVERSITY OF ILLINOIS

Published Quarterly by
EPWORTH UNIVERSITY.
OKLAHOMA, OKLA.

Application made for entry at the Oklahoma City Post Office as second-class matter under Act of Congress of July 16, 1894.

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The University retains the right to revise without notice any
announcements made in this Bulletin.

WARDEN-EBRIGHT PRINTING CO.



PRINTERS, OKLAHOMA CITY

CALENDAR—1904-'05.

1904.

Sept. 6, Tuesday, Enrollment of incoming students.

Sept. 7, Wednesday, First term begins.

Sept. 7, Wednesday, } Entrance examinations and reg-
Sept. 8, Thursday, } istration.

Sept. 9, Friday, Recitations begin.

Sept. 10, Saturday, 4:00 p. m., Period set for registra-
tion for first term ends.

Sept. 14, Wednesday, Formal Ceremonies celebrating
the opening of the University.

Nov. 24 Thursday, Thanksgiving Day: a holiday.

Dec. 5, Monday, } Registration for second term.
Dec. 6, Tuesday, }

Dec. 6, Tuesday, 4:00 p. m., Period set for registration
for the second term ends.

Dec. 7, Wednesday, Second term begins.

Dec. 23, Friday, Christmas Hollidays begin.

1905.

Jan 3, Tuesday, 8:45 a. m., Christmas Holidays end.

Feb. 22, Wednesday, Washington's Birthday; a holiday.

March 6, Monday, } Registration for third term.
March 7, Tuesday, }

March 7, 4:00 p. m., Period set for registration for
third term ends.

March 8, Wednesday, Third term begins.

May 30, Tuesday, Memorial Day: a holiday.

June 4, Sunday, 11:00 a. m., Commencement sermon.

June 4, Sunday, 8:30 p. m., Annual missionary sermon.

June 5, Monday, }
June 6, Tuesday, } Annual Commencement exercises.
June 7, Wednesday, }

BOARD OF TRUSTEES.

The Board of Trustees of Epworth University consists of ten preachers and ten laymen whose succession is provided for by the Indian Mission Conference of the Methodist Episcopal Church, South, and the Oklahoma Conference of the Methodist Episcopal Church.

The Board elects all teachers and officers, decides all questions of policy, and holds all property belonging to the University.

NAME.	ADDRESS.	CONFERENCE.	TERM EX.
Rev. Marion Porter,	Lawton,	Oklahoma,	1904
Mr. J. B. Thoburn,	Guthrie,	"	1904
Rev. E. S. Stockwell,	Perry,	"	1905
Mr. F. B. Reed,	Shawnee,	"	1905
Rev. J. F. Palmer,	Granite,	"	1906
Mr. A. F. Rankin,	Perkins,	"	1906
Rev. J. T. Riley,	Okla. City,	"	1907
Hon. George S. Green,	Guthrie,	"	1907
Rev. F. E. Day, D. D.,	Okla. City,	"	1908
Hon. J. B. Cullison,	Enid,	"	1908
Rev. S. G. Thompson,	Okla. City,	Indian Mission.	
Rev. J. M. Gross,	Durant,	"	"
Rev. M. L. Butler,	Muskogee,	"	"
Rev. T. L. Rippey,	Guthrie,	"	"
Rev. L. M. Broyles,	Okla. City,	"	"
T. P. Howell, M. D.,	Davis,	"	"
Mr. J. F. Quillian,	Vinita,	"	"
Hon. Anton H. Classen,	Okla. City,	"	"
Supt. Ed. S. Vaught,	Okla. City,	"	"
Hon. C. B. Ames,	Okla. City,	"	"

OFFICERS AND COMMITTEES OF BOARD.

Rev. S. G. Thompson.....	President
Hon. Geo. S. Green.....	Vice-President
Mr. J. B. Thoburn.....	Secretary
Mr. F. B. Reed.....	Treasurer

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Hon. Geo. S. Green,	Rev. S. G. Thompson,
Rev. L. M. Broyles,	Hon. C. B. Ames.

COMMITTEE ON FURNITURE AND EQUIPMENT.

Pres. R. B. McSwain,	Supt. E. S. Vaught,
	Rev. F. E. Day.

COMMITTEE ON LANDSCAPE PLANS.

Mr. J. B. Thoburn,	Mr. A. H. Classen,
	Mr. J. A. Taylor.
Rev. E. B. Rankin.....	Financial Agent

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ROBERT B. MCSWAIN, M. A., PRESIDENT,
Professor of Biblical Literature.

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Professor of History and Social Science.

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Professor of Latin and Greek.

JOHN N. JAMES, A. B.,
Professor of Mathematics.

L. D. ARNETT, PH. D.
Professor of Philosophy and Education.

.....
Professor of Chemistry.

HOMER M. DERR, M. A. PH. D.,
Professor of Physics.

W. E. ALLEN, M. A.,
Professor of Biology.

SIBYL DUNN, A. B.,
Professor of German.

HENRY LEDAUM, M. A.,
Professor of Romance Languages.

C. M. STRONG,
Instructor in Meteorology.

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- AMANDA O'CONNOR,
Assistant Instructor in Piano.
- WM. W. GRAY,
Professor of Music and Instructor in Voice and
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- W. E. ALLEN,
Physical Director.
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Librarian.
-
Registrar.
- J. S. SPRIGG.
Custodian of Building and Grounds.

HISTORICAL.

In nearly all of the American commonwealths the church made provision for higher education before the state attempted to do so. In this one particular Oklahoma was an exception to the general rule. Settled in a single day in 1889, its people were, a few months later, clothed with the attributes and powers consonant with a large measure of self-government, including a landed endowment for the several higher institutions of learning. The early establishment of a university, an agricultural college and a normal school followed as a matter of course.

With a population that was not rich in a worldly way, and with much of the country about them still closed to settlement, it was not strange that there was a manifest disposition on the part of many to discourage any attempts in the direction of founding denominational schools and colleges at such a time. It was for this reason that an attempt was made to establish a series of denominational boarding halls or student houses in connection with the Territorial University. This last movement, however, was not well supported, and eventually all interest in the matter died out.

In 1893 the Legislative Assembly of the Territory enacted a law chartering the Oklahoma Methodist University, under the patronage and control of the Oklahoma Conference of the Methodist Episcopal Church, and naming a board of trustees for the same. At various times thereafter the matter of establishing a Methodist college or university in Oklahoma was mooted, but no systematic effort was made to take definite action in regard to the matter.

At its annual session, held in Oklahoma City in October, 1899, the Oklahoma Conference appointed a committee to consider the matter of establishing an institution of learning of high grade and report upon the feasibility of the same at the next session, which was held at Enid, October 24-28,

1900. At that time the people of Enid offered a donation of a ten-acre building site and ten thousand dollars in cash to the Conference for the purpose of establishing a college at that place.

The Conference voted that it was deemed inexpedient to take definite action in regard to the matter at that time, but that, at a later date, it would give consideration to the claims of the Enid people in regard to this matter.

At the time that these propositions were being discussed in Oklahoma City, early in the spring of 1900, it was suggested that, in order to meet with the fullest measure of success, such a Methodist university as was proposed should be founded under the joint patronage and control of respective conferences of the branches of Methodism which exercised jurisdiction over the patronizing territory. No definite step was taken in that direction, however. During the month of May, 1901, the matter of establishing a university by joint action of the Conferences of the Methodist Episcopal Church and the Methodist Episcopal Church, South, was seriously discussed, and finally it was agreed to hold a meeting of a few of the interested parties to outline some definite plan of action.

In the meantime, however, the annual convention of the Epworth League of the Oklahoma Conference of the Methodist Episcopal Church was held at Edmond, Okla., June 18-20. At this convention a resolution was adopted suggesting the name Epworth University.

On the evening of June 22nd, 1901, in the office of the receiver of the United States Land Office in Oklahoma City the following named persons assembled to discuss the feasibility and advisability of a united effort on the part of the two branches of the Methodist Church: Rev. S. G. Thompson, Rev. L. M. Broyles and Mr. C. B. Ames, all of Oklahoma City, representatives of the M. E. Church, South, and Rev. Dr. J. T. Riley, of South McAlester, I. T., Rev. E. B. Rankin, of Edmond, O. T., and Mr. J. B. Thoburn, of Oklahoma City, representing the M. E. Church; Hon. Anton H. Classen, representing the Commercial Club and the people

of Oklahoma City. The whole matter was thoroughly discussed, but after due deliberation it was decided that no definite action be taken until just prior to the time of the annual sessions of the two Conferences in October.

Shortly before the simultaneous annual session of the Indian Mission Conference of the Methodist Episcopal Church, South, and the Oklahoma Conference of the Methodist Episcopal Church, which were held respectively at Chickasha, I. T., and Shawnee, O. T., October 20-26, the offer of the people of Oklahoma City was formulated and committees were appointed to present the matter to each Conference.

In the Conference at Chickasha a ready response was met with, little or no opposition was manifested, and the vote for the acceptance of the proposition was practically unanimous. In the Conference at Shawnee, likewise, the proposition was accepted conditionally, by a practically unanimous vote. The vote was taken upon the adoption of the following resolution:

Resolved, By the Oklahoma Annual Conference of the Methodist Episcopal Church in session assembled at Shawnee, Okla., on October 26, 1901:

First—That the Presiding Bishop appoint a commission of five laymen and five ministers to act jointly with a like commission from (the Indian Mission Conference of) the Methodist Episcopal Church, South, which commissions shall constitute a joint commission to locate, build and equip an institution of learning to be jointly owned by the Methodist Episcopal Church and the Methodist Episcopal Church, South. Said joint commission shall receive no proposition to locate such an institution which offers less than one hundred thousand dollars in cash or such securities as such joint commission shall approve, and forty acres of well located land upon which to erect buildings:

Second—That said joint commission meet in Oklahoma City, Okla., on the first Tuesday in December, 1901, in the M. E. Church, South, at 3:00 o'clock p. m. to consider such legal propositions as may come before them;

Third—That all matters upon which no satisfactory decision can be reached by the joint commission shall be referred back to the Annual Conferences, respectively for settlement."

E. B. RANKIN,
E. C. DELAPLAINE,
A. G. MURRAY.

The following persons were appointed as members of the joint commission on the part of the Oklahoma Conference by Bishop John W. Hamilton: Ministerial, Dr. J. T. Riley, Oklahoma City; E. B. Rankin, Edmond; Marion Porter, Enid; E. C. Delaplaine, Blackwell, and J. F. Palmer, Granite. Lay, Hon. George S. Green, Guthrie; F. B. Reed, Shawnee; J. B. Thoburn, Oklahoma City; Hon. James B. Cullison, Enid, and A. F. Rankin, Perkins.

The following persons were appointed to act on the part of the Indian Mission Conference by Bishop Joseph S. Key: Ministerial, C. F. Roberts, El Reno, O. T.; J. M. Gross, Ardmore, I. T.; M. L. Butler, Muskogee, I. T.; S. G. Thompson and L. M. Broyles, both of Oklahoma City. Lay, Hon. T. J. Lowe, Guthrie, O. T.; Dr. T. P. Howell, Davis, I. T.; J. F. Quillian, Vinita, I. T.; C. B. Ames and Anton H. Classen, both of Oklahoma City.

The joint commission thus constituted met December 3rd, 1901, and effected a permanent organization. The name Epworth University was formally adopted and proposals were received in reference to the location of the university. The executive committee of the commission advertised for bids and written propositions with regard to the location of the university. From the various propositions submitted the one presented by the University Development Company was, after most careful consideration and various amendments, finally accepted. This proposition included the donation of fifty-two acres for the campus and \$100,000.00 for endowment, for building and equipment and for expenses of financial agents. This amount was to be realized from the sale of lots belonging to the University Development Company. Out of this \$100,000 a building has been

constructed at a cost of about \$40,000, and \$40,000 is now drawing interest at 6 per cent, and is set aside as a permanent endowment fund. Ten thousand dollars is drawing interest likewise at 6 per cent, but has been set aside for expenses of the financial canvass. Of the other \$10,000 part has already been paid for the support of the financial agents and the rest is to be used for this purpose as needed.

The Board of Trustees of Epworth University, successors to the Joint Commission, held their first session December 2, 1902. Rev. J. C. Gooch and Rev. Dr. W. F. Wilson were appointed as financial agents. In the work of the Board of Trustees at this time much encouragement and help was received from the visit and from the counsel of Dr. W. F. McDowell, Educational Secretary of the Methodist Episcopal Church.

On April 9, 1903, Rev. E. B. Rankin was elected financial agent. In September, 1903, the Oklahoma City Chamber of Commerce, through its representatives, Dr. A. K. West and Mr. George E. Gardner, appeared before the Board of Trustees to express the abiding interest of the business and professional men of Oklahoma City in the university, and to express their willingness to make an effort to raise the sum necessary for opening the university. Twenty thousand dollars was the amount suggested as immediately necessary for this purpose. The date set for raising this amount was postponed till October 1st. The opening was later postponed until September, 1904, but the business men of Oklahoma City have made liberal contributions toward the fulfillment of the offer made at this meeting. The prospects are that they will soon comply in full with the terms of this offer.

The following charter was secured:

ARTICLES OF INCORPORATION OF THE EPWORTH UNIVERSITY.

Be it known that the undersigned citizens of the Territory of Oklahoma do hereby voluntarily associate ourselves together for the purpose of forming an educational corpor-

ation under the laws of the Territory of Oklahoma, and do hereby certify:

First,

That the name of this corporation shall be "The Epworth University."

Second,

1. The purposes for which this corporation is formed are for the maintaining of a higher Christian institution of learning for the purpose of giving instructions in all sciences, literature, the arts, theology, law, medicine and other professional schools.

2. The object and purpose being that the said Epworth University shall consist of an assembly of Christian colleges, united under one corporate organization and government, affording and offering instruction in the arts and sciences and learned professions and conferring degrees.

3. The said University to be established, maintained and conducted under the auspices and joint authority of the Methodist Episcopal Church and the Methodist Episcopal Church, South, and in accordance with the rules, regulations and disciplines of said Churches.

4. The governing board of said Epworth University being created by the Oklahoma annual Conference of the Methodist Episcopal Church and the Indian Mission Conference of the Methodist Episcopal Church, South, the successors of said annual Conferences to have a voice at all times in the governing board of said University.

5. Said Epworth University to have authority to purchase all necessary real estate in connection with said University and to acquire property, real, personal and mixed, by purchase, gift, bequest, devise or in any other manner for the purpose of endowing said University or any College, department and chair or any other purpose in connection with said University.

6. The purposes and objects being by these Articles of Incorporation to do all things necessary to be done in estab-

lishing, maintaining and conducting a University in all of its departments of learning.

Third,

The place where its principal business is to be conducted is in Oklahoma City, in Oklahoma County, in Oklahoma Territory.

Fourth,

The term for which this Corporation is to exist shall be perpetual.

Fifth,

The number of Trustees of this Corporation shall be twenty, and the names and residences of those who are to serve until the election and qualification of their successors are as follows:

S. G. Thompson, Oklahoma City, Okla.
J. M. Gross, Vinitia, I. T.
T. L. Rippey, Guthrie, Okla.
L. M. Broyles, Oklahoma City, Okla.
M. L. Butler, Muskogee, I. T.
T. P. Howell, Davis, I. T.
J. F. Quillian, Vinita, I. T.
Anton H. Classen, Oklahoma City, Okla.
T. J. Lowe, Guthrie, Okla.
C. B. Ames, Oklahoma City, Okla.
J. T. Riley, Oklahoma City, Okla.
J. F. Palmer, Granite, Okla.
Marion Porter, Norman, Okla.
E. B. Rankin, Edmond, Okla.
J. E. Cullison, Enid, Okla.
F. B. Reed, Shawnee, Okla.
A. F. Rankin, Perkins, Okla.
J. B. Thoburn, Oklahoma City, Okla.
E. S. Stockwell, Perry, Okla.
George S. Green, Guthrie, Okla.

The said Trustees shall be elected by the respective Conferences and the successors of said Conferences in such manner as shall be prescribed by the disciplines of said Churches.

Sixth,

This being an educational corporation, it has no capital stock.

In witness whereof. we have hereunto subscribed our names this, the third day of September, A. D. 1903.

(SIGNED)

SAMUEL G. THOMPSON,

L. M. BROYLES,

J. T. RILEY,

GEO. S. GREEN.

At the meeting of the Board in November, Dr. W. F. McDowell, Educational Secretary Methodist Episcopal Church, and Dr. J. D. Hammond, Educational Secretary of the Methodist Church, South, were invited to submit nominations for the presidency of Epworth University. and at the same meeting an agreement was reached with Mr. C. M. Strong, representing the United States Weather Bureau, whereby the Weather Bureau agreed to erect its meteorological observatory on a site on the University campus ceded by the University to the Government for that purpose.

On April 22, 1904, Professor R. B. McSwain, of the Southwestern University, Georgetown. Texas. whose name was one of those presented by the Educational Secretaries in accordance with the request above referred to, was elected as President of the University. On July 6, 1904, the faculty was elected for the first session and the date of opening was set for September 7, 1904.

LOCATION.

Oklahoma City, the geographical center, and the commercial metropolis of the twin Territories, is the logical place for a school to be patronized by the Territories in common. Here the great trunk lines of railway center. By the unity of purpose and the enterprising public spirit of its citizens, Oklahoma City is unusually well fitted for the building up of a strong college.

In the early part of the last century it was frequently held that a small country town was the best place for the location of a great university. Perhaps to-day it is generally conceded that in the suburbs of a large city is the ideal location for an institution of learning.

The location of the University, in the most desirable suburb of the city, with all the freedom of the country, but closely connected with the business center of town by a splendid electric street car service, is all that could be desired. The University is sufficiently removed to render contact with the vices of the city unnecessary, being about two and one-half miles from the business center of the town. With the Metropolitan Street Railway coming to the very entrance of the campus, there is easy and prompt connection with all parts of the city.

There has already gathered about the University a good nucleus for a university community.

The campus is perhaps the finest piece of ground for such a purpose to be found in the West. It is elevated and the soil lends itself readily to the purposes of the landscape gardener.

GROUNDS AND BUILDINGS.

The campus of Epworth University includes fifty-two acres immediately upon the Metropolitan Street Railway, about two and one-half miles northwest from the business center of the city. Plans are in mind for beautifying the campus by the setting out of shade trees, laying off walks and drives, planting flower beds and preparing athletic fields.

The one building which has already been completed has four stories in all counting the basement and the half-story, which is sufficiently well finished to be used as a drill room for the gymnasium class. There are thirty-five well-finished rooms in the building, including an auditorium with a seating capacity of over five hundred. This building will be devoted entirely to offices, recitation rooms, laboratories. libraries. etc.

A second building will be completed by the opening of school. This smaller building will be used as a power house furnishing the heat and water for all the University buildings.

There will also be located on the campus the building of the United States Weather Bureau. Although this building belongs to the United States government its advantages will be open to those students of Epworth University who are ready for the instruction there offered.

AIMS.

Epworth University is founded in full view of the fact that there is no room to-day for the second rate school. The trustees have delayed the opening until they were sure that a first-class institution could be organized. It has been the purpose of the management to make the school second to none anywhere in the thoroughness of the work that it does. Of course, there are richer institutions with more buildings and equipment and larger endowment which draw

from broader fields. It is not the purpose of Epworth University to attempt to equal these, but even a new school drawing merely on the two Territories may set before it the very highest and best ideals. This Epworth University has done. Broad patriotism, practical helpfulness, thorough scholarship and religious activity are the characteristics for which it is striving.

The spirit of Christian co-operation was one of the distinguishing marks of the closing years of the nineteenth century. Why should two great denominations such as the Methodist Episcopal Church and the Methodist Episcopal Church, South, not learn to work together? If co-operation is practicable anywhere it is in the twin Territories, where people from every section meet, and prejudices have to be laid aside. It is a matter of congratulation that such uniform harmony has prevailed among the representatives of the two churches in the organization of the school.

It is our earnest hope that the success of this school may be made an added proof of the fact that the greatest success does not come from strife or faction, but from the principle of brotherly love.

In its relation to the Church, Epworth University does not intend to be always merely helped by the Church, but trusts that its general relation to the Church may be marked by help from the University realized by the church. It is the plan to secure, as soon as possible, considerable funds with which the struggling boys and girls may be helped to gain an education.

In scholarship, Epworth University intends to accept no lower standard than the very best. No work will be attempted beyond the ordinary college courses for the bachelor's and master's degree, but for this work we are determined that in the character of faculty and the equipment we shall have the very best. The equipment is new, being recently purchased, up to date and chosen in view of the special needs of our students. The character of the faculty may be seen from their records as stated in the notes on the faculty.

Devout religious spirit is not a matter that can be gained by mechanical process, nor is it a thing to be proclaimed upon the housetops, but it is the earnest desire of the trustees and of the faculty to make out of Epworth University a spiritual center from which there may go forth young men and young women with deeper consecration, purer ideals and with stronger faith in God. It cannot yet be seen what influence Epworth University is to have on the religious life of the two territories, but it is hoped that all of our friends will join us in the prayer that in this respect it may not be unlike the influence of the University of Halle on the German church in the eighteenth century.

DEPARTMENTS.

The charter of Epworth University provides also for professional schools, but for the first year there will be only the three following departments:

- I. The College.
- II. The School of Fine Arts.
- III. The Academy.

THE COLLEGE.

THE FACULTY.

ROBERT B. McSWAIN, M. A.,
President and Professor of Biblical Literature.

BENJAMIN M. DRAKE, M. A., PH. D.,
Professor of English.

R. C. CLARK, M. A.,
Professor of History and Social Science.

R. C. FLICKINGER, M. A., Ph. D.,
Professor of Latin and Greek.

JOHN N. JAMES, A. B.,
Professor of Mathematics.

L. D. ARNETT, Ph. D.,
Professor of Philosophy and Education.

Professor of Chemistry.

HOMER M. DERR, M. A., Ph. D.,
Professor of Physics.

W. E. ALLEN, M. A.,
Professor of Biology.

SIBYL DUNN, A. B.,
Professor of German.

HENRY LeDAUM, M. A.,
Professor of Romance Languages.

C. M. STRONG,
Instructor in Meteorology.

Instructor in Bookkeeping and Stenography.

ADMISSION TO COLLEGE.

Students are admitted to the college either by examination or by certificate. The examinations are written. Two classes of certificates are accepted.

(a) First grade teachers' certificates are accepted in lieu of examination in the subjects covered by them for admission to the freshman class.

(b) Certificates from affiliated high schools are accepted in lieu of examination, but no certificate will be accepted from schools not affiliated.

In order to secure affiliation with Epworth University formal application must be made. Careful investigation is made in each case, covering the course of study, training and experience of the instructors, library and other equipment, methods used, thoroughness of the requirements in scholarship, etc.

As a provisional arrangement, certificates will be accepted the first year from schools affiliated with reputable universities and colleges, even where the Epworth University authorities have not had the opportunity of making a careful investigation of their own.

Technical students are admitted in exceptional cases even when they cannot meet the ordinary requirements for admission, but they must be of mature age (not less than twenty years) and must give proof of adequate preparation for the courses sought.

Such students must present to the Registrar at the time of registration a written statement from each of the professors in whose classes registration is desired, certifying to adequate preparation for the courses sought and the written approval of the President.

All other students must present to the Registrar at the time of registration either a certificate from a correlated, affiliated, or approved school, or a first grade teachers' cer-

tificate, or a statement from the college professors in English, history and mathematics, certifying that the entrance examinations in these subjects have been satisfactorily passed.

No student under fifteen years will be admitted to the college.

Students coming from other schools must present certificates of honorable dismissal.

As preparation for admission four years' of high school work is expected. For admission without condition 75 points or year hours are demanded.

By a year hour is meant a recitation of forty-five minutes each week for one school year. These 75 points are distributed as follows:

For admission as a candidate for the A. B. degree: English, 15 points; mathematics, 15 points; history, 5 points; Greek, 10 points; Latin, 20 points; elective, 10 points.

For admission as a candidate for the Ph. B. degree: English, 15 points; mathematics, 15 points; history, 5 points; modern language, 5 points; Latin, 20 points; elective, 15 points.

For admission as a candidate for the B. S. degree: English, 15 points; mathematics, 15 points; history, 5 points; modern language, 10 points; elective, 30 points.

It will be seen that 35 points in the entrance work required, English 15, mathematics 15 and history 5, are the same for all courses. The character of the other points depends upon the course to which admission is sought. Students who satisfy the entrance requirements in English, mathematics and history, and who offer a total of at least 48 points in entrance work are permitted to enter the college conditioned in any of the other work, but must make immediate arrangements to remove the conditions.

The entrance work required of all is as follows:

(1) *English*—Higher Grammar, Elementary Rhetoric and Parallel Reading with Study and Practice, 15 points.

(2) *History*—General History (this may be substituted

by any of the courses in history enumerated below), 5 points.

(3) *Mathematics*—High school Arithmetic, Advanced Algebra, Plane Geometry, 15 points.

Enough of the following subjects must also be selected to make a total of 75 points:

(4) Latin.

(a) Beginner's Book, 5 points. (Not counted unless College work is done in Latin.)

(b) Caesar, four books with composition, 5 points.

(c) Cicero, six orations with composition, 5 points.

(d) Vergil, six books, 5 points.

(5) Greek

(a) First year's work, including one book of Anabasis, 5 points.

(b) Anabasis through fourth book and three books of Homer, 5 points.

(6) German.

(7) French.

(8) Advanced Mathematics.

(9) Physiography.

(10) General Biology.

(11) Physiology.

(12) Botany.

(13) Zoology.

(14) Geology.

(15) Elementary Astronomy.

(16) Physics.

(17) Chemistry.

(18) Manual Training.

(19) Drawing.

(20) History (ancient, mediaeval, modern, English or American).

(21) Elementary Economics.

(22) Elementary Pedagogy.

(23) Biblical Literature.

(24) Music.

The number of points allowed for each of these subjects will be determined by the quantity and quality of the

work done. For exact statement of amount of credit to be allowed in each case preliminary correspondence is advised.

Those who desire to offer as entrance work subjects taught in the elementary college courses (e. g. Chemistry, Physics, etc.) may meet the requirements by taking these courses in the college, substituting three hours of college work for five points in entrance requirements. Courses so taken cannot be counted toward graduation.

The requirements in detail in the several subjects are as follows:

English.

1. Higher English Grammar.
2. Elements of Rhetoric and weekly written compositions.
3. English Literature, including the special study of some works and the reading of others, as laid down in the requirements of the Southern and other associations of schools and colleges in the United States, as follows:

(a) *Reading*—A certain number of books will be set for reading. The candidate will be required to present evidence of a general knowledge of the subject matter, and to answer simple questions on the lives of the authors. The form of examination will usually be the writing of a paragraph or two on each of several topics, to be chosen by the candidate from a considerable number—perhaps ten or fifteen—set before him in the examination paper. The treatment of these topics is designed to test the candidate's power of clear and accurate expression, and will call for only a general knowledge of the substance of the books. The candidate is expected to read intelligently all the books prescribed. He is expected not to know them minutely, but to have fresh in mind their most important parts. In every case knowledge of the book will be regarded as less important than the ability to write good English. In preparation for this part of the requirement it is important that the candidate shall have been instructed in the fundamental principles of rhetoric.

In 1904 and 1905 the topics will be drawn from the following works: Shakespeare's *The Merchant of Venice* and *Julius Caesar*; the *Sir Roger de Coverly Papers* in the *Spectator*; Goldsmith's *The Vicar of Wakefield*; Coleridge's *The Ancient Mariner*; Scott's *Ivanhoe*; Carlyle's *Essay on Burns*; Tennyson's *Princess*; Lowell's *Vision of Sir Launfal*; George Eliot's *Silas Marner*.

In 1906, 1907 and 1908 the topics will be drawn from the following works: Shakespeare's *Macbeth* and *The Merchant of Venice*; the *Sir Roger de Coverly Papers* in the *Spectator*; Irving's *Life of Goldsmith*; Coleridge's *The Ancient Mariner*; Scott's *Ivanhoe* and *The Lady of the Lake*; Tennyson's *Gareth and Lynette*, *Lancelot and Elaine*, *The Passing of Arthur*; Lowell's *The Vision of Sir Launfal*; George Eliot's *Silas Marner*.

(b) *Study and Practice*—This part of the examination presupposes the thorough study of each of the works named below. The examination will be upon subject matter, form and structure. In addition, the candidate may be required to answer questions involving the essentials of English grammar and questions on the leading facts in those periods of English literary history to which the prescribed works belong.

The books prescribed for this part of the examination in 1904 and 1905 are: Shakespeare's *Macbeth*; Milton's *Lycidas*, *Comus*, *L'Allegro* and *Il Penseroso*; Burke's *Speech on Conciliation with America*; Macaulay's *Essays on Milton and Addison*.

The books prescribed for this part of the examination in 1906, 1907 and 1908 are: Shakespeare's *Julius Caesar*; Milton's *L'Allegro*, *Il Penseroso*, *Comus* and *Lycidas*; Burke's *Speech on Conciliation With America*; Macaulay's *Essay on Milton and Life of Johnson*.

NOTE—No candidate will be accepted in English whose work is notably defective in point of spelling, punctuation, idiom or division into paragraphs.

Latin.

The preparatory work in Latin involves a study of the language during four years, as follows: (1) some standard beginner's book in Latin, (2) four books of Caesar's Commentaries, (3) six orations of Cicero, and (4) six books of Vergil's Aeneid. Latin prose composition should accompany at least (2) and (3.)

Greek.

The preparatory work in Greek calls for a study of the language during two years. When an elementary book as short as White's is used, it ought to be possible to devote a large portion of the second year to Homer, as follows: (1) White's First Greek Book (or an equivalent) and Xenophon's Anabasis (book 1) and (2) Xenophon (books II-IV) and Homer's Iliad (about 1400 lines, i. e. books I-III, omitting the Catalogue of the Ships). However, a longer elementary book without any Homer will be accepted.

Fuller statement of the character of the entrance work demanded in the other subjects will appear in later bulletins.

ADMISSION TO ADVANCED STANDING IN COLLEGE.

Students will be admitted to advanced standing upon examination or the presentation of proper certificates from colleges of approved standing.

Students from other colleges must present a full statement of the amount and character of work done, with official letters of honorable dismissal.

Candidates for degrees will not be admitted to the Senior Class after the beginning of the First Term.

REQUIREMENTS FOR DEGREES.

The degrees conferred by the College are: *Bachelor of Arts, Bachelor of Philosophy, Bachelor of Science, Master of Arts and Master of Science.*

Four years of college work, with fifteen recitations per week are required for the Bachelor's degree. One year of post-graduate work is required for the Master's degree.

The work prescribed for the A.B. degree includes the classical languages. The work for the B.S. degree is largely scientific. For the Ph.B. degree classical and modern literatures are combined.

Of the sixty hours required for the A. B. degree, it is prescribed that there shall be six hours of English, six hours of Latin, six hours of Greek, three hours elected in some language or literature; six hours are prescribed in mathematics; six hours are prescribed in science, which must include some biology and some physics or chemistry; nine hours are prescribed in history, social science, philosophy and biblical literature; the remaining eighteen hours may be elected from any of the courses offered in the College.

Of the sixty hours required for the B. S. degree there are prescribed six hours of English, six hours of modern language and three to be elected from some language of literature; six hours are prescribed in mathematics; twelve hours are prescribed in science, of which six hours must be in physics and chemistry, three hours must be in biology, while the other six hours of science may be freely elected from any of the scientific courses; nine hours are prescribed in history, social science, philosophy and biblical literature; the remaining fifteen hours may be elected freely from any of the courses offered in the College.

For the Ph. B. degree the requirements are the same

as for the A. B. degree, except that some other language may be substituted for the Greek.

Courses in music and art and elocution under certain restrictions are credited as elective work toward any of the above degrees.

A full statement of the requirements for the degree of Master of Arts and for the degree of Master of Science will be furnished upon application.

COURSES OF INSTRUCTION.

Philosophy.

PROFESSOR ARNETT.

I. *Introductory Course.* (a) *General Psychology.*

This course will embrace a study of sensation, perception, memory, emotions, consciousness and the various manifestations of psychic life. A general survey of the nervous system with relation to mental functions. The work will be based on James' *Psychology* (briefer course) and Miss Calkin's *Introduction to Psychology*. Lecture and recitation work.

(b) *Logic.* An outline survey of the subjects of inductive and deductive logic is presented. It includes a study of the concept, judgment and reasoning. Forms of the syllogism; fallacies in reasoning; exercises in forms of thought and criticisms. The work will be based on *Lessons in Logic* Jevons.

Lecture and recitation.

(c) *Ethics.* The principles of ethical theory and their application to practical life. The various problems of moral obligation; conscience; the will; virtue; moral law and the history of ethical theories will be considered, including their relations to society and religion. The work will be based on Mackenzie's *Manual of Ethics*. Lecture and recitation. 5 hours.

II. *History of Philosophy.* (a) *Greek Philosophy.*

The shaping and development of philosophical ideas. The early cosmologists. Rise and development of idealism. Especial emphasis is placed on the works of Plato and Aristotle. Other schools of Greek philosophers.

(b) *Mediaeval Philosophy.* A study of the growth and changes in philosophical ideas to the time of Kant.

(c) *Modern Movements in Philosophy.* Beginning with Kant the philosophical systems of the more recent writers will be studied. This course is also intended to serve as an introduction to the present problems of philosophy.

The work will be based on Weber and Windelband's *Histories of Philosophy*. Open to senior and graduate students. 3 hours.

III. (a) *Analytic Psychology.* This course is intended to give a more thorough and detailed study of the subject of psychology. Lecture, recitation and reports.

Based on James' *Outlines of Psychology*.

(b) *Comparative Psychology.* Embracing a study of mind mental phenomena as it is manifested in different forms of animal life. The theory of the evolution of mind is considered with reference to the development of the nervous system. A few type forms will be studied.

(c) *Experimental Psychology.* A careful study of the mental states from the introspective and experimental points of view. The work will include studies in sensation; perception; apperception; imagery; association and suggestion. Reactions and individual differences in ability will be considered. The work will be based on Titchener's *Experimental Psychology*. (This course may be taken in preference to III b.)

(d) *Theory of Knowledge.* A study of the theory of knowledge as presented in the writings of Locke, Des Cartes, Hume, Berkeley and Kant. Present ideas. Lectures and assigned readings. 2 hours.

Education.

PROFESSOR ARNETT.

I. (a) *School Organization.* A study of the problems relative to the government of the school. The curriculum. A study of the work of the grades; the more recent literature for the improvement of the grades; the high school; general supervision. This course aims to cover the

more important problems relative to school supervision. Lecture and class room work.

(b) *General Method*. Embracing the theory of teaching. The development of the concept and forms of thought; the teaching arts; outlines of lessons. The various branches will be considered and the best method of presentation. Lectures, text and assigned readings. 5 hours.

(c) *History of Education*. A survey of educational movements. This course begins with a study of the early attempts at education and traces the growth and development of educational methods and ideas to the present time. Special emphasis is placed on the great educational movements and their causes. Lectures, text and classroom discussion. 5 hours.

II. (a) *Educational Classics*. Selections from the writings of Plato, Quintilian, Locke, Rousseau and Spencer. This course presupposes I c.

(b) *Psychology of Childhood and Adolescence*—The mental and physical development of the child is studied. Its emotional nature considered, development of the will; interest; play activity; nascent periods; imitation and the social nature of childhood. Course I under philosophy is a prerequisite for this work. Lecture, text and assigned reading. 3 hours.

(c) *Philosophy of Education*. A brief study is given to the meaning of education. The results of investigations in biology, physiology, psychology, sociology and philosophy will be interpreted in their relation to education.

Lectures, text and assigned reading. 3 hours.

History and Social Science.

PROFESSOR CLARK.

The work of this department is designed to give a general knowledge of European and American history and of the several subjects included under the general designation of social science, as well as to afford opportunity for especial

investigation in more detailed fields of study. The first five courses are so planned as to afford a systematic view of the general field of history, sociology, economics and politics. Courses VI to XI are designed to give more detailed knowledge of the subjects begun in the preliminary courses. They are open to undergraduates who have taken the prerequisite courses.

It is the aim of the department to afford constant reference to the primary sources of knowledge on the subjects, to the principles of historic criticism and to the proper estimation and use of the leading secondary authorities. Students who expect later in life to enter the ministry or the professions of law or journalism or to engage in business or politics can readily elect courses that will be of practical assistance, for throughout the work, while economic and political theories are not neglected, the effort is to make the courses of much direct practical value to students about to enter active life as citizens.

I. *European History*. A general course in the history of continental Europe, covering the medieval and modern periods from the time of the barbarian invasions to the present day. Text books, lectures and collateral reading. Throughout the year. 3 hours.

II. *Ancient History*. A general outline of Oriental history, followed by a more particular study of the history of Greece and Rome. This course is especially recommended for those who wish to teach history or who may expect to take the greater part of their work in the subject. Elective by divisions.

(a) History of Oriental nations and Greece. Fall term.

(b) Roman history. From earliest times to the fall of the Western empire. Winter and spring terms. 2 hours.

III. *American History*. A systematic view of the general history of the United States, with emphasis upon the political history. Lectures, topical reports and text books. Not open to first year students. Elective by divisions.

(a) The period of discovery and colonization. 1492-1755. Fall term.

(b) From the formation of the Union to the close of the war of 1812. 1755-1812. Winter term.

(c) From the war of 1812 to the present day. Spring term. 3 hours.

IV. *English History*. A general survey of the whole field of English history from the earliest times to the present day. Lectures on the national development foreign relations and commercial expansion of England, with text books. Throughout the year. 2 hours.

V. *Elementary Social and Political Science*. This course is designed to acquaint the student with the elementary principles of sociology, social and political economy and political science. Prerequisite to courses VII., VIII and X. Not open to first year students. Throughout the year. 2 hours

VI. *History of English Institutions*. A study of the development of the English constitution. Open to students who have taken courses I and IV. Throughout the year. 2 hours.

VII. *Civil Government in the United States*. A study of federal, state and local governments, with especial reference to their practical workings, and a comparative study of foreign governments. Fall term. 3 hours.

VIII. *Public Finance*. A study of the theory, practice and history of taxation, financial administration and methods of state and local taxation. Winter term. 3 hours.

IX. *Methods of Teaching History and Civics*, with especial reference to the work of secondary schools. Spring term. 1 hour.

X. *Economic History of England and the United States*. Lectures, text books and collateral reading. Spring term. 3 hours.

XI. *Seminary Course in American History and Politics*. During the session of 1904-05 the class will study the history and methods of territorial governments, with special

reference to the trans-Mississippi commonwealths. Open to seniors of suitable preparation. Throughout the year. Two hours credit.

Latin.

PROFESSOR FLICKINGER.

The preparatory work in Greek and Latin should give students thorough control of the more frequent difficulties presented by forms, constructions and vocabulary. Consequently, in the college courses undivided attention may be directed to the higher aims of linguistic study. Sufficient time will be given to the consideration of classical art, history, literature, mythology, customs, etc., so that a well rounded notion of ancient life may be obtained. Prime emphasis, however, will be put upon appreciation of the beauty of what is read and upon accurate translation into elegant and idiomatic English. Most of the courses will be accompanied by lectures by the instructor and by reports upon special topics which have been assigned to individual students. Additional courses will be offered as need arises. All who are preparing to teach Latin are urged to take as much Greek as possible.

I (a) Livy (books I, XXI and XXII), (b) Cicero (De Senectute) and Terence (Phormio) and (c) Horace (Odes).

Course I is designed to acquaint the student with masterpieces in diverse fields of Latin literature. In (a) and (c) selections will be read from the authors indicated, and lectures on Roman historiography will be given. A study of literary history will accompany (b) and (c). 3 hours.

II (a) Lucretius (De Rerum Natura, books I-III), (b) Catullus and Propertius, and (c) Martial.

Course II will be given up to the study of Roman poetry. Characteristic passages from the authors named will be read. Though some attention will be given philosophical matters in (a), greater emphasis will be laid upon the literary side of the study. 3 hours

III (a) Tacitus (*Agricola* and *Germania*), (b) Suetonius (*Lives of the Caesars*), and (c) Epistolary Latin (Cicero and Pliny).

Course III will be devoted to a study of Latin prose writers. Tacitus's treatises will be read entire, together with selections from Suetonius. In connection with the reading there will be lectures and reports on the rise of biography as a literary form in Greek and Latin and its treatment by different authors. The letters selected for reading in (c) will give an insight into Roman life at important periods as viewed by its leading citizens. 3 hours.

Greek.

PROFESSOR FLICKINGER.

I (a) Lysias (selected orations), (b) Homer (*Odyssey*) and (c) Plato (*Euthyphro* and *Apology*.)

Course I offers a broad survey of Greek literature. In connection with (a) will be lectures on Attic oratory and in connection with (c) on Athens in the time of Socrates. From nine to twelve books of the *Odyssey* will be read. 3 hours.

II. (a) Herodotus (books VI and VII), (b) Demosthenes (*De Corona*) and selections from the New Testament, and (c) Plutarch (*Life of Themistocles*).

Course II deals with some of the important Greek prose writers. The historical bearing of the subject matter will receive emphasis. Lectures and reports on Attic oratory and on biographical literature (cf. Latin III) will accompany (b) and (c). 3 hours.

III (a) Aeschylus (*Persians*), (b) Euripides (*Medea*) and (c) Aristophanes (*Clouds*).

Course III will be devoted to the Greek drama. Three plays will be read in class. The more important points in connection with dramatic history and the presentation of plays at Athens will be brought out in lectures and special reports. 3 hours.

Biology.

PROFESSOR ALLEN.

The courses offered in this department are intended to meet all ordinary requirements of students taking them for either general culture or with intent to later specialization. They give a general knowledge of life from simplest to most complex forms. They form a foundation for graduate work in Physiology, Zoology, Botany, Psychology and Medicine. The earnest student will be qualified by this work to teach Biological Sciences in secondary schools. Organic structure and functions and structural relation are investigated and the student led to correct methods of observing and interpreting natural phenomena. The Biological problems still unsolved are unlimited in number and extent; hence the ambitious student has grand opportunities before him. In all courses students are taught to rely on themselves in preparing material and writing up their descriptions. In all the laboratory courses neatness and accuracy will be insisted on, and standings will be based on dissections, drawings and notes as well as recitations and examinations.

The Laboratory equipment is of the very best, all new and strictly up to date. The microtomes, miscoscopes, dissecting microscopes and all laboratory accessories are selected with great care for the particular needs of these courses.

In order to cover cost of laboratory supplies, a laboratory fee will be charged, according to custom. This fee will be \$1.50 per term in all courses, unless stated otherwise in description of course. Each student will be obliged to provide himself with dissecting set, note book and drawing paper and pencil. The professor should be consulted before purchasing any supplies.

I. *General Biology*. An elementary course in the principles of Biology and its study by the Laboratory method. The study is progressive from unicellular organisms to the more complex animals and plants. Lectures and laboratory. Fall term. 4 hours.

II. *Human Physiology.*

(a) *General Physiology.* This course is for the purpose of investigating the structures and functions of the various organs of the body, so that their relationship may be understood and their orderly activities appreciated. Martin's *Human Body* will be the basis of study, supplemented by laboratory work and lectures. Fall term. Fee \$1.

(b) *General Physiology.* Continuation of course (a). Lectures will be given on some important questions of Hygiene. Winter term. Fee \$1.

(c) *First Aid to Injured.* Some further attention to questions of Hygiene will be given, but this course is mainly intended to discuss emergency treatment in cases of accident or sudden sickness, poisoning, etc. Doty's *Prompt Aid to Injured* will probably be used as a text. Course (a) and (b) should precede this. Spring term. Fee 50 cents.

2 hours.

III. *Botany.*

(a) *Structural Botany.* Largely an elementary study of plant anatomy and histology with discussion of the uses and activities of structures and organs. Practice will be given in the simpler imbedding, staining and mounting methods for plant tissues. Lectures and laboratory. Fall term.

(b) *General Botany.* A survey of plant types from protophyta upward, showing relations of larger plant groups as well as their prominent characteristics. Lectures and laboratory. Fall term.

(c) *General Botany.* Continuation of course (b). A great deal of time will be given to study of methods of pollination and seeding as shown by various plants. Lectures and laboratory. Winter term.

(d) *Systematic Botany.* Work with the flowering plants. Instruction and practice in collecting, identifying, labeling and describing various species of the local flora. Spring term.

IV. *Zoology.*

(a) *General Zoology.* A careful study of the an-

atomy, form and relationships of animal life. Characteristic specimens of the different groups or phyla will be studied in detail. Winter term.

(b) *General Zoology*. Continuation of course (a) with the vertebrate forms of animal life. Spring term.
3 hours.

V (a) *Histology*. Study of microscopic anatomy of animal tissues mainly from the vertebrates. Each student will be required to prepare a set of slides illustrating both the tissues studied and the necessary laboratory technique. Winter term.

(b) *Entomology*. A general study of insect structure, metamorphosis and distribution, with especial attention to forms of economic importance. Practice in collecting, preserving and cultivating insect life. Spring term.

Biblical Literature.

PROFESSOR MCSWAIN.

I. *English Bible*—The purpose of this course is to give a general knowledge of the origin and contents of the books of the Bible, with special training in the study of selected parts. In 1904-1905 special attention will be given to the Pentateuch in the light of modern discoveries, religious contents of the Psalter, and the life of Christ. 3 hours.

II. *New Testament Greek*—Reading and interpretation of the New Testament for the purpose of securing the constant and intelligent use of the Greek text in private reading. Word lists are memorized and much sight reading is done. The class uses Westcott and Hort's text, Hickie's *Lexicon*, Burton's *Moods and Tenses*, with references to Thayer's *Lexicon*, Buttmann's, Winer's and Blass' *Grammars*, and some of the standard commentaries. Textual Criticism and other matters of general introduction are treated in informal lectures. 3 hours.

III. *Elementary Hebrew*—Harper's Text-Books, with

further reading from easier parts of the Old Testament.
3 hours.

IV. *Biblical Theology*—(a) The teachings of Jesus, with introductory work in interpreting the discourses in the gospels.

(b) The teaching of the Hebrew prophets, with special reference to the religious, social and political conditions of their times.

(c) The development of the Messianic conception in the Hebrew and early Christian thought. 3 hours.

V. (a) *The Pentateuch*—The general origin and contents of the five books of Moses, with special work in interpreting selected portions.

(b) *The Gospel of John*—A general study of the Gospel—introduction, interpretation, teachings, etc.

(c) *The Apocrypha*—A general survey of the extracanonical literature of the later Jewish and early Christian periods, and a special study of apocalyptic as a literary type.
3 hours.

VI. (a) *Hebrew History*—For 1904-1905 the Assyrian and Babylonian periods will be selected. The attempt will be made to gain a sound method of historical construction and to secure command over all the materials accessible including the contemporary prophets and the cuneiform inscriptions in translation.

(b) *The Apostolic Age*—The history of the origin and spread of the early Christian church, as derived from the New Testament literature, especially the contemporary epistles and from all other available sources.

(c) *Church History*—An outline survey of the history of the church. 3 hours.

VII. (a) *Comparative Religion*—The class will study Menzies' *History of Religion*, and one of the non-Christian systems will be assigned to each member of the class for special investigation. In each case mastery of one standard monograph and acquaintance with a part at least of the sacred writings of the religion assigned will be ex-

pected. The results of such investigations will be presented to the class.

(b) *Protestant Missions*—The work will be based on Warneck's *History of Protestant Missions* and Beach's *Geography and Atlas of Protestant Missions*. Special attention will be paid to methods of missionary work and the attempt will be made to gain some notion of the social and religious significance of the Modern Missionary Movement for the future of mankind.

(c) *The Philosophy of Religion and Christian Evidences*—In this course the attempt will be made to secure some adequate conception of the significance of the religious instinct in humanity and to investigate what basis in reality there is for the claim of Christianity to be the supreme and final religion. 3 hours.

VIII. *Methods of Religious Work*—A practical study of the principle underlying individual and organized effort for the religious betterment of mankind. Seeking a rational basis in the Psychology of Religion, this course intends from this point of view to offer in its most practical aspect training for particular phases of religious endeavor. In 1904-1905 especial consideration will be given to the Sunday School and to individual work in leading men to faith in Christ.

Music.

PROFESSOR MERRILL, PROFESSOR GRAY, AND MISS O'CONNOR.

The courses in Music given below are open as electives to all college students who show sufficient musical ability and preparation to pursue them with profit. No student will be allowed to register for the courses in Music for credit as college work, except on the recommendation of the Professor in charge. Courses can be so taken only by members of the Sophomore, Junior or Senior classes. Credit will not be given in Courses II., III., or IV., unless Course I has been satisfactorily completed.

I. (a) *Harmony*—Some proficiency in playing on

some musical instrument is a prerequisite for this course.

(b) *History of Music*—This course includes the general outlines of Ancient and Modern Musical History, with analysis of the works of the great masters. 2 hours.

II. *Pianoforte (Advanced)*—No one will be admitted to this course who is not capable of artistic work in musical interpretation. 2 hours.

III. *Voice Culture (Advanced)*—The same prerequisites as in Course II. are demanded for this course, including previous study both in Piano and Voice. 2 hours.

IV. *Violin (Advanced)*—The same prerequisites as Course II., including previous study both in Piano and Violin. 2 hours.

For other courses in Music, see under School of Fine Arts.

English.

PROFESSOR DRAKE.

The work in rhetoric is conducted by the careful examination of the best literary models and the assignment of themes in connection with the study of the literature. These themes, while they give the pupils some practice in writing and speaking correct and forcible English, serve also as reviews and reports upon the subject matter of the masterpieces that are used as texts.

In the study of literature the constant aim is to bring the student into vitalizing contact with the thought and life of men of genius, as well as to give him correct literary standards and scholarly methods of study.

The following outline of courses will serve to give a more definite idea of the work attempted:

I. *Nineteenth Century*. (a) Prose of Macaulay, Carlyle, Ruskin and Arnold. (b) Poetry of Keats, Shelley, Wordsworth and Tennyson. (c) American Literature: Emerson, Lowell, Longfellow, Poe and Lanier.

II. (a) *Shakespeare*. (b) *Milton* (c) *Browning*.

III. *Shakespeare*.

IV. (a) *Anglo-Saxon...* (b) *Anglo-Saxon*. (c)
Chaucer.

Fuller statements in description of these courses will appear in subsequent issues of the Bulletin.

Mathematics.

PROFESSOR JAMES.

I (a) *College Algebra*. Review of quadratics, arithmetic and geometric progressions, permutations and combinations, logarithms, determinants, simultaneous equations, graphs, approximation to roots of equations, Horner's method. Text-book, Wentworth's *College Algebra*.

(b) *Trigonometry*. Trigonometric ratios, functions of one and two angles, solution of equations, solution of plane triangle, solution of right spherical triangle. Text, Crockett's *Trigonometry*.

(c) *Solid Geometry*. Lines and planes in space, prisms and pyramids, cylinders and cones, the sphere. Text, Holgate's *Elementary Geometry, Plane and Solid*. 3 hours.

II (a) *Analytical Geometry*. The point, the locus of an equation, the equation of a locus, the straight line, transformation of coordinates, the circle. Text, Tanner and Allen's *Analytic Geometry*.

(b) *Analytic Geometry*. The conic sections, tangents, normals, polars, diameters, higher plane curves. Text, Tanner and Allen.

(c) *Calculus*. Algebraic notions, infinitesimals, derivatives, differentiation, maxima and minima, points of inflection, change of variable, simple integrations, applications, Text, *First Course in Infinitesimal Calculus*. D. A. Murray. 3 hours.

III (a) *Calculus*. Integration of irrational and trigonometric functions, approximate integration, applications, curve tracing, series, Taylor's theorem, differential equations of the first order. Text, Murray. 3 hours.

(b) *Differential Equations*. Equations of the first order, singular solutions, applications to geometry and physics, linear equations, exact differential equations, series, equations of the second order. Text, *Introductory Course in Differential Equations*. D. A. Murray.

(c) *Mechanics*. Linear, plane, spherical and screw motions, vectors, velocity, acceleration, rotation, composition of velocities, applications. Text, *Elements of Theoretical Mechanics*. A. Ziwet. 3 hours.

IV (a) *Mechanics*. Dynamics, mass, density, moments, centroids, momentum, force, energy, statics of a particle, concurrent and parallel forces, couples. Text, Ziwet.

(b) *Solid Analytic Geometry*. Coordinates, the plane, surfaces of second degree, sphere, ellipsoid, diametrical planes, sections generating lines, confocal conicoids, surfaces in general. Text, Smith's *Elementary Treatise on Solid Geometry*. 3 hours.

V *Theory of Errors*. Problems in probabilities, errors, means, curve of error, least squares, adjustment of observations, precision of observations, computation of precision measures. Text, *Method of Least Squares*. D. P. Bartlett. 3 hours.

VI *Concrete Geometry*. Teachers' course. Discussion of the problem of introduction to demonstrative geometry. Material and means at the disposal of the teacher. 2 hours.

Physics.

PROFESSOR DERR.

I *Elementary Physics*. This course is substantially equivalent to the Elementary Physical Science of the requirements for admission. It is open to students who have not passed in this requirement or taken any course in Experimental Physics.

The object of this course is to enable every student to obtain practical acquaintance with laboratory methods of

work, and with those elementary facts and laws which are the foundation of the science of Physics. It is for those who have done little or no laboratory work in Physics before coming to College, and is the natural introduction to Course II. The book used is Hall and Bergen's Text-book of Physics. Three hours lectures and recitations and two laboratory periods per week throughout the year.

4 hours.

II *General Physics*. Properties of Matter, Mechanics, Heat, Sound, Light, Magnetism and Electricity. This course is intended for those who wish to become acquainted with a wide range of physical phenomena and with the means for exhibiting and applying such phenomena. It is open to students who have taken Course I or who have passed in Elementary Physical Science of the requirements for admission, but may be taken by others who satisfy the instructor of their fitness to profit by the course. Ganot's Physics translated by E. Atkinson will be used as a text-book. Throughout the year.

3 hours.

III (a) and (b) *Elementary Mechanics*. Loney's Elements of Statics and Dynamics. First and second terms.

(c) *Heat*. One lecture and two laboratory periods per week. Open to students who have had Course II. Third term.

2 hours.

IV (a) and (b) *Light*. The theory of Light in its application to familiar optical phenomena and to optical instruments. This course is open to students who have taken Course II or the equivalent, and have a knowledge of trigonometry. One lecture and two laboratory periods per week, first and second terms.

(c) *Sound*. One lecture and two laboratory periods per week. Open to students who have had Course II. Third term.

2 hours.

V (a) and (b) Magnetism and Electricity. General principles, laws, measurements, and the introduction to their applications, including the elements of the dynamo. Text-book, Thompson's *Elementary Lessons in Electricity and*

Magnetism. One lecture and two laboratory periods per week, first and second terms.

(c) Theory of Potential. Pierce's *Newtonian Potential Functions*. Third term. 2 hours.

VI (a) *Dynamics*. Tait and Steele's *Treatise on Dynamics of a Particle*. First term.

(b) *Thermodynamics*. This course undertakes to give familiarity with the two fundamental laws of thermodynamics, and with their application to problems in which heat and mechanical energy are the only forms of energy considered. Thermodynamics treats of the relations of heat to other forms of energy, and, as such relations are important in a very great variety of physical and chemical operations or states, the province of thermodynamics is extremely wide. Some of the special subjects considered are:

The absolute thermodynamic scale of temperature.

The physical properties of gases and of saturated vapors.

The velocity of sound in a gas, and its relation to the two specific heats of the gas.

The flow of gas from an orifice.

The theory of the steam injector.

The theory of heat engines.

The theory of refrigerating machines.

The transmission of power by compressed air.

3 hours.

VII *Laboratory Work in General Physics*. One period per week throughout the year. Pre-requisite: Course II, or may be taken simultaneously. 1-2 hour.

Geology and Mineralogy.

PROFESSOR DERR.

I *Physiography*. The lectures consider the following subjects: The earth as a planet. The ocean: physical features, currents, waves and tides. The land, continental form, plains, plateaus, rivers, lakes, mountains, volcanic forms, coasts, islands, considered in relation to geographi-

cal classification and evolution and to their effect on human development. Laboratory work will be directed to the study of models, diagrams, maps and views of various topographic types in different parts of the world. Lectures and recitations, first and second terms. 2 hours.

II *Dynamic and Structural Geology*. Geodynamics: discussing the atmosphere, water, terrestrial heat, plants and animals, as geologic agents. Structural geology: explaining stratification, displacements, dislocations, fractures, induced rock structures and mineral veins in their relations to the arrangement of the material in the earth. Physiographic geology: pointing out the more prominent earth features and discussing their origin, significance and the agencies affecting them. An enumeration of the common rock minerals in their formation, occurrence and alterations. Lectures and recitations, first and second terms 3 hours.

III *Stratigraphical and Historical Geology*. A study of the strata of the earth. An outline of the salient features of the earth's history, discussing its several eras with their faunas and floras. Third term. 3 hours.

IV *Economic Geology*. A discussion of the general features and formation of ore bodies, followed by a description of the deposits of the ores of iron, copper, lead, zinc, silver, gold and the lesser metals, with especial reference to North America. Text-book, *Kemp's Ore Deposits of the United States and Canada*. Lectures and recitations, first term. 3 hours.

V *Applied Geology*. The course comprises a discussion of the nature and distribution of the non-metallic materials of an economic value, including coal, mineral oils and natural gas; phosphates and other natural fertilizers, together with soils; the geologic conditions of water supply; abrasive and fictile materials; natural and artificial building stones; mortars and cements for construction and road making. Williams' *Applied Geology* and reference reading. Lectures and recitations, second term. 3 hours.

VI *Paleontology*. A study of American fossils char-

acteristic of the various geologic horizons. All the index and other important fossils of each formation are considered. One lecture and four laboratory periods per week. Second and third terms. 3 hours.

VII *Mineralogy*. The lectures first take up Crystallography, while the laboratory work is upon the collection of crystal models and natural crystals. An outline of Physical and Optical Mineralogy is briefly presented by lectures and demonstrations with the polariscope. The larger part of the lectures and laboratory work is, however, devoted to systematic Descriptive and Determinative Mineralogy, which includes the chemical relations of the various species. The lectures are illustrated by specimens from the several collections, while in the laboratory, students are taught the various blow-pipe and other chemical tests, which they apply themselves on known and undetermined materials. Text-book, Dana's *Text-book of Mineralogy*. Lectures and recitations and laboratory throughout the year. Pre-requisite: A knowledge of Physics and Chemistry. 4 hours.

VIII *Physical Crystallography*. This course is mainly Optical Mineralogy and its applications. Principles, apparatus and distinguishing characters of minerals in their sections. Lectures and laboratory work, first term. Pre-requisite: Course VII. 2 hours.

IX *Petrography*. The lectures treat of the structure, composition, classification, origin, geographical distribution, and geological occurrence of the various families of rocks. The work in the laboratory supplements the lectures and enables students to become familiar with rocks and with practical methods of investigating the microscopical characters of the rock-forming minerals. Lectures and laboratory work, second and third terms. Pre-requisite: Courses VII and VIII. 2 hours.

X *Assaying*. The work of this course is mainly in the laboratory, and consists of the following: The scorification assay of gold and silver ores, including cupelling, inquarting, parting, and weighing; the crucible assay of gold and silver ores, including the determination of fluxes;

the corrected assay of rich ores and precipitated sulphides; the amalgamation assay of free-milling ores; the combination assay of mattes, speisses, etc.; the assay of lead ores and lead bullion; the assay of gold bullion. Lectures, recitations and laboratory work, first and second terms. Pre-requisite: Course VII. 3 1-2 hours.

XI *Mining*. Lectures on mining operations and methods, including prospecting, development, methods of working, timbering, shaft-sinking, hoisting, drainage, ventilation, and ore-dressing. Throughout the year. 3 hours.

Astronomy.

PROFESSOR JAMES.

I (a) *Descriptive Astronomy*. Coordinates, constellations, position, constitution and motions of the earth and moon and the sun, eclipses, interruption of the earth and sun. Text, Young's *Manual of Astronomy*.

(b) *Descriptive Astronomy*. The planets, masses, densities and distances, the stars, distribution, constitution, motion in line of sight and proper motion, development of stellar systems. Text, Young.

(c) *Practical Course*. Use of transit, time, latitude and azimuth. 3 hours.

German Language and Literature.

PROFESSOR DUNN.

Instruction in this department aims not only to give the pupil facility in speaking and writing the German language, but also to acquaint him with German life and character, and to create in him a love for the rich and varied German literature.

From the beginning German is made the language of the class room. The Deutscher Verein meets once a week. All students in the German department are eligible to membership. The object of the club is to furnish additional opportunity for the student to become familiar with the spoken

language and to create an interest in everything German. Each week musical and literary programs are given by the students. All the exercises are conducted exclusively in German. Lectures by prominent German educators are given throughout the year.

A special feature of the Deutscher Verein is the German play, which is given each year by students of the department.

I. (a) *Elementary German*. Pronunciation, grammar, memorizing of easy phrases, practice in speaking and writing German. Thomas's German Grammar, Composition Exercises. Gluck Auf.

(b) *Elementary German* (continued). Grammar, special attention given to application of elements of grammar in conversation and in writing compositions, memorizing classic poems, sight reading. Thomas's Grammar completed. Schiller's Wilhelm Tell (complete).

(c) *Modern Prose*. The special purpose of this course is to furnish systematic drill in word composition, word derivation, English-German cognates and the principles of syntax. Jagemann's Composition, half course.

II. (a) Schiller's Wallenstein, with extracts from his Geschichte des dreissigjährigen Kriegs.

(b) Goethe's Faust. Parts I and II.

(c) Schiller's Die Braut von Messina, Lessing's Nathan der Weise.

III. *History of German Literature*. From the Earliest Times to the End of the Middle Ages. German themes and criticisms by members of the class.

Open only to students who have had course II.

(b) *History of German Literature*. Modern Period. Lectures and reports upon assigned topics.

(c) *Middle High German*. Discipline in Phonology, Morphology and Syntax. Critical reading of Hartmann's von Aue, Der Arme Heinrich. Practice in German composition is afforded by translation of the mediaeval into modern idiom.

IV. *Teachers' Course*. The course is arranged solely

for those who desire to prepare themselves for teaching German in high schools. Advanced Grammar, Theory and Practice of Language Teaching.

Open only to students of excellent class standing and to those who have completed courses I and II.

V. *German Romanticism*. Lectures, Assigned Readings and Reports.

VI. *German Lyrics and Ballads*. This course alternates with V and will not be given in 1904-05.

ROMANCE LANGUAGES AND LITERATURE.

PROFESSOR LEDAUM.

It is recommended that students begin French only after completion of the first year or the first two years of Latin.

I. *French Language. Elementary Course*. Edgren's Grammar, with Exercises. Composition based on Grandgent's Graded Texts. Translation of prose selections from Modern French Authors. Pronunciation and Conversation.

5 hours

II. *French Language. Advanced Course*. Grammar, Composition, Conversation, Translation of selections from recent French Literature. First term, Short Stories. Second term, Modern Comedies. Third term, French Lyrics.

4 hours

III. *French Literature*. Translation of selected works—Comedies, Tragedies, Novels, Longer Poems and French Literary Criticism, from the literature of the XVII, XVIII and XIX centuries. Composition, Conversation, French literary review. Students in French Literature are recommended to follow courses in modern French History.

3 hours

Spanish and Italian.

Spanish. It is recommended that students begin Spanish only after the first year or the first two years of French.

I. *Elementary Course.* Zigel-Schelling's Spanish Grammar. Composition based on Ford's Materials. Translation of prose selections from Modern Spanish Authors. Pronunciation and Conversation.

3 hours.

NOTE—Advanced Courses in French Literature and Elementary courses in Italian, Old French, Middle French and Provençal will be organized as occasion arises.

The texts in all Romance courses will be announced when needed by the student.

The department of Chemistry, Meteorology and Elocution will appear in later numbers of the Bulletin.

THE SCHOOL OF FINE ARTS.

THE FACULTY.

R. B. McSWAIN, M. A.,
President of the University.

JOHN J. MERRILL, M. B.,
Instructor in Piano.

AMANDA O'CONNOR,
Assistant Instructor in Piano.

WILLIAM W. GRAY,
Instructor in Voice and Violin.

JAMES H. BROWNLEE, A. M.,
Instructor in Elocution.

ELIDA G. AMES, B. P.,
Instructor in Painting.

The School of Fine Arts is organized to meet the demand for a more liberal education for those wishing to make a thorough study of any branch of Art, viz: Music, Painting, Oratory. The courses are so arranged as to afford the student an opportunity to secure a symmetrical education, literary and scientific as well as in his chosen Art study; therefore, neither need be neglected to pursue the other.

Special Students.

Those who wish to do special work in any one chosen branch and who do not care to graduate, can select any study to suit their individual taste and convenience without being required to take any additional work, neither are they subject to the admission requirements.

Requirements for Admission.

Any one may be admitted to the school as a special student and receive instruction in music, elocution or art, no matter what his previous literary training may have been, but in order to be admitted as a regular student and become a candidate for a degree the following requirements for admission must be met:

Sufficient work of high school grade to entitle the candidate to 48 points in the subjects required for admission to the College. These points must include English, History and Mathematics.

For admission as a candidate for the degree of Bachelor of Music the preparatory course in music must also be included.

For admission as a candidate for the degree of Bachelor of Painting there must be included in the work offered for admission the equivalent of two years' systematic training in drawing.

Degrees.

Those who complete the course of four years will receive the degree of Bachelor of Music, Bachelor of Painting or Bachelor of Oratory according to the course pursued. Such a degree is conferred only upon those who have complied with the requirements for admission as regular students, and in addition thereto have satisfactorily completed the four years of prescribed work, amounting to fifteen hours' work each year, or a total of sixty hours' credit.

The prescribed courses are given under the several subjects.

ELOCUTION AND ORATORY.

PROFESSOR JAMES H. BROWNLEE.

The courses of study for this department are now being prepared, and they will be published hereafter. The following remarks, general in character, seem appropriate:

While oral speech is conceded to be the best agency for the expression of our thoughts and feelings, yet, strangely enough, this art for some years has been somewhat neglected in the schools. The written word has been getting the greater share of attention. Hence we spell better than we pronounce, and write better than we speak. Reflection, however, will show that the real tongue is not the written but the spoken. Our schools have not indeed put too much emphasis upon correct writing; they have put too little emphasis upon correct speaking.

All good speaking and reading is based upon clear thinking and genuine feeling. *Understand, then express*, is the prime law. However, what is clearly understood and deeply felt may yet be lamely expressed. Elocution is an art as is song; so that in addition to a scholarly comprehension of what is to be expressed there must be a reasonable mastery of the art of expression.

It should be noticed that Elocution is not the art of saying things out of the natural way;—of trilling the British *r*, of mouthing words, of vociferating in a high key, or of speaking in deep and sepulchral accents. It is not mimicry—the buffoon's knack of taking off to the life the brogue of the Irishman, the broken utterance of the German, or the *Pidgin* English of the Chinaman. Nor is it the trick of contorting the face into absurd grimaces “to make the unskillful laugh;” neither is it the art of posing and strutting, or of brainless pantomime.

It is the art of speaking and of reading with ease, variety, and impressiveness—the art of expressing thoughts

and emotions by voice and action in a natural, graceful and forcible way. It is to ideas what execution is to a piece of music; while in its full sense it includes the entire field of oral utterance from the lisping of a child to the finished speech of a Garrick or a Webster.

In artistic speaking, two languages are united; that of thought and that of feeling. The artificial language of words, the signs of our ideas, is wedded to the natural language of tones, looks and gestures, the signs of our emotions. The one is the language of the intellect; the other of the heart. Words address man as a member of the family of men, but tones, looks, and gestures appeal to him as an individual. So the orator conveys his thoughts to his listeners by his choice of words, while he communicates his feelings to them by the modulations of his voice, and by his looks, attitudes and gestures.

Expression in elocution means this harmonious union of thought and feeling in utterance, and impressiveness in delivery springs from an ability to communicate the passion as well as the thought. As a bullet may be moulded out of different metals—of lead, of brass, or of silver—so a word may be articulated successively out of the various tones of the voice and thus be made to express not alone its idea, but also the emotion that lends the idea both vividness and beauty. When one reading aloud conveys only the thoughts, he reads indeed intelligently; but when he does this, and also conveys the proper feeling, he reads expressively.

It is this natural language that furnishes the fire which makes our words sparkle and glow. Eloquent speaking is the union of elevated thought and intense passion,—the utterance of noble words accompanied with such looks, tones and gestures as give them a threefold power over the heart.

The agencies of expression are voice and action. One is audible; the other visible. One engages the ear; the other the eye. The voice is the principal agency, exerting relatively the stronger influence. When sweet, full and

well modulated it can even lull us into forgetfulness of mean gestures and ungainly form in the orator. When perfect it surpasses any instrument of man's invention, only the violin making even an approach to its fascination. Nevertheless, we should not underrate the power of action, for no small part of the orator's influence is owing to his animated bearing, his mobile countenance, and bold, graceful gestures. These lend a visible emphasis to words; and, more than this, enable him to convey delicate shades of sentiment and feeling that words, however, aptly chosen, are unable to express. In short, action is the crowning glory of delivery.

MUSIC.

The Musical Department occupies a part of the main university building. There are ample pianos for teaching purposes and for practice purposes, the latter offering the student opportunities to practice under the guidance of an instructor.

Instruction in instrumental and vocal music is given in two private half hour lessons a week, the so-called "conservatory" or "class" system being wholly abandoned, as the best and most artistic results are dependent on close attention to the individual needs of the pupil. The real and only advantage of the class system—that of observation—are adequately provided for in the weekly ensemble class.

Schedule of Studies.

FRESHMAN.

Piano, Voice or Violin	6
Harmony	3
Vocal Sight-Reading	7
Ensemble Playing	1
Physical Culture ..	
English (Rhetoric)	3
Musical History	1—15

SOPHOMORE.

Piano, Voice or Violin	6
Advanced Harmony and Analysis.	3
Choral Class	1
Ensemble	1
19th Century Literature.....	3—14

JUNIOR.

Piano, Voice or Violin	7
Counterpoint	3
French, German or English.....	3
History of Fine Arts	2—15

SENIOR.

Piano, Voice or Violin.....	8
Composition	2
French, German or English	3
Recital Graduation	1
Thesis	2—16

Musical Theory.

FRESHMAN.

Formation of scales, intervals, consonances and dissonances, chord erection, voice leading, harmonizing melodies, chord inversion and the chord of the six-four, chords of the dominant and diminished seventh, with their inversions, chord of the dominant ninth, second class discords and the augmented chord.

SOPHOMORE.

A complete study of modulation, musical forms and musical analysis. Harmony completed, including all subjects mentioned, suspensions, the passing note and embellished harmonies.

JUNIOR.

The subject of harmony, given in the freshman and sophomore years, is taught contrapuntally from the beginning. Therefore when the student takes up the study

of counterpoint in the junior year he is better fitted than ordinarily. The first term is devoted to single counterpoint, the second term to double counterpoint and the third to canon and fugue.

SENIOR.

The senior year is devoted to original composition, beginning with the smallest phrase forms, until the complete sonata form is reached. The varied dance forms, both classical and modern, are studied and original examples are composed.

Musical History.

The course in musical history includes all important events in the growth and development of the art from the earliest Greek times down to the present era. The course will be supplemented by outside reading, and papers will be written after original research.

History of Fine Arts.

This course, which has a direct bearing on the study of music, will include the survey of architecture, ancient and modern, sculpture, including the types of the 4th and 5th century down to the 19th century. It will also include painting of the Italian, German, French, Flemish and Spanish schools and modern painting.

Painting—Four Years Course.

The incorporation of a full university course in Painting offers a unique opportunity for the broadest foundation in Art, for along with the practical work of training the eye and hand, the intellectual side of the student is stimulated by the study of languages, history, history of Art, and the relation of Art to humanity. The necessity of the severest academic training in drawing is recognized, and the course is arranged to meet this need. Beginning with

studies from the antique, the student passes by examination to the life and portrait classes, while at the same time attention is paid to still life painting in order to develop the sense of color. Another most important branch of study is composition and the greatest stress is laid upon this. Commencing with the freshman class, its principles are taught progressively from the simplest to the more complex forms.

COURSE IN PAINTING.

FRESHMAN YEAR.

SOPHOMORE YEAR.

FIRST TERM.

Drawing from Casts.
Linear Perspective.
Still Life Drawing.
Sketch from Life.
Pictorial Composition.
ENGLISH CRITICISM.
FRENCH.

Portrait.
Still Life Painting.
Sketch from Life.
Pictorial Composition.
ANCIENT HISTORY.
FRENCH.

SECOND TERM.

Drawing from Casts.
Linear Perspective.
Still Life Drawing.
Sketch from Life.
Pictorial Composition.
ENGLISH CRITICISM.
FRENCH.

Portrait.
Still Life Painting.
Sketch from Life.
Pictorial Composition.
MEDIEVAL HISTORY.
FRENCH.

THIRD TERM.

Drawing from Casts.
Applied Perspective.
Still Life Drawing.
Sketch from Life.
Pictorial Composition.
ENGLISH CRITICISM.
FRENCH.

Portrait.
Still Life Painting.
Sketch from Life.
Pictorial Composition.
MODERN HISTORY.
FRENCH.

JUNIOR YEAR.

SENIOR YEAR.

FIRST TERM.

Portrait.
Still Life Painting.
Sketch from Life.
Pictorial Composition.
HISTORY OF FINE ARTS.
FRENCH.

Portrait.
Still Life Painting.
Sketch from Life.
Pictorial Composition.
ESTHETICS.
An Essay on Art.

SECOND TERM.

Portrait.
Still Life Painting.
Sketch from Life.
Pictorial Composition.
HISTORY OF FINE ARTS.
FRENCH.

Portrait.
Still Life Painting.
Sketch from Life.
Pictorial Composition.
An Essay on Art.

THIRD TERM.

Portrait.
Still Life Painting.
Sketch from Life.
Pictorial Composition.
HISTORY OF FINE ARTS.
FRENCH.

Graduating Painting.
Still Life Painting.
Sketch from Life.
Pictorial Composition.
Graduating Thesis.

THE ACADEMY

THE FACULTY.

R. B. McSWAIN, M. A.,
President of the University.

B. H. LOCKE, M. A.,
Instructor in English.

O. H. MOORE, M. A.,
Instructor in Mathematics and French.

FLORA ROSENQUIST, A. B.,
Instructor in Latin and Greek.

MINNIE E. PUNTENNEY, B. S.
Instructor in Science, History and Pedagogy.

The Academy is completely separated in faculty and students from the College, except that College students may remove entrance conditions by work in the Academy, and Academy students may avail themselves of the option mentioned on page 24 in regard to elementary College studies offered in fulfillment of entrance conditions.

The course of study offered to students in the Academy include all the work required for admission to the College. See pages 21-26.

A more detailed description of these courses will appear in later issues of the Bulletin.

THE MODEL SCHOOL.

THE FACULTY.

R. B. McSWAIN, M. A.,
President of the University.

L. D. ARNETT, Ph. D.,
(Clark University)

Professor of Education in the College.
MINNIE E. PUNTENNEY, B. S.,

(School of Education of the University of Chicago)
Instructor of Pedagogy in the Academy.

ANN ROSE McLEAN,
(Teachers' College, Columbia University)
Teacher of Kindergarten and Primary Class.

It is expected that the Model School will, in a few years, be developed into an important feature of the University work. Its purpose is twofold: Primarily to afford a concrete example of the best principles of education applied to primary and elementary grades, and secondarily, to provide for those pupils whose parents desire for them the very best possible advantages but who are not yet sufficiently advanced to enter other departments of the University.

Through the South and West some colleges have so-called primary departments, whose main purpose is to add to the enrollment and to bring some revenue. Such schools have methods of teaching and management scarcely the equal of the ordinary public schools.

It is not yet well known what the patronage will justify in the Model School of Epworth University, but the skeleton organization arranged thus far will be filled out as conditions allow. It will be seen that the faculty includes those who have had training at the three best schools

in America for educational principles and methods—Clark University, under the presidency of Professor G. Stanley Hall, the School of Education of the University of Chicago, founded under the leadership of Francis Parker, and now under the direction of Doctor John Dewey, and Teachers' College, Columbia University, New York, under the management of President Nicholas Murray Butler. When the three are taken together they certainly furnish us the best that the educational world of to-day can afford in scientific theories of education and in the most recent advances in educational methods. Miss McLean has had good experience as a teacher of primary work both in the United States and in Mexico, and has recently been visiting the best primary schools and kindergartens of New York city for the purpose of observing the very latest methods.

It is very much desired that those who desire to place their children in the model school should communicate immediately with the President in order that ample accommodations may be provided.

PHYSICAL TRAINING.

PROFESSOR ALLEN, DIRECTOR.

The aim of this department is to assist the students individually and collectively in maintaining good health and working condition while pursuing their studies here, and to give them sufficient knowledge in this line to enable them to supply their physical needs intelligently after leaving the institution. In view of the fact that outdoor exercise is universally acknowledged to be far superior to indoor exercise, other conditions being similar, especial encouragement will be given to all kinds of outdoor work. Furthermore, since recreation is a very important feature in any Physical Training for students especial attention will be given to the best games, and they will be encouraged in every way possible, consistent with the interests of the institution and the whole body of students. The department will give all pos-

sible assistance in the interest of football, tennis, basketball, track athletics and baseball. The director has had several years' experience in all of these, both as player and coach.

Some work in physical training will be required of every student, and it must be regularly done. Classes will be organized for calisthenic work for both men and women, meeting three times per week for each. These exercises will be selected with a view to their general value in promoting and preserving general health and organic vigor. They will be supplemented by work combining the recreative and hygienic features in a high degree.

FACULTY NOTES.

A new school without a record can be known best from its announced aims, its resources and the character of the men who expect to use these resources for the accomplishment of these aims. Although not approving certain styles of advertising indulged in by schools of doubtful character we trust that our friends will bear with us while we state a few facts about the training and experience of the men and women selected for our faculty.

It will be noted that the majority of them have held positions on the faculties of the very strongest institutions and have done postgraduate work in American or European universities. In the selection of the faculty three requirements have been in mind; scholarship, religious activity and practical ability to make a success out of what they may undertake.

Mr. B. M. Drake, who has accepted the chair of English, is a graduate from Vanderbilt University with the degree of M. A., and later with the degree of Ph. D. He has served in his alma mater as assistant in the departments of English and Greek for the last seven years. During this time he has conducted a large part of the under-graduate work in Greek and each year has offered in English, a course for seniors and also the graduate course in philology. For those who know the unusual thoroughness of Vanderbilt University, such a position is a sufficient guarantee of Dr. Drake's scholarship. He is also known as a man of lofty ideals and of great energy. Dr. Drake's experience is ample and as a teacher he has met with marked success. Before being elected to the position in the faculty of Vanderbilt University he taught for several years in Centenary College, (La.), and in Emory and Henry College, (Va).

Mr. Robert Carliton Clark, professor of history and

social science, graduated from Add Ran University with the degree of A. B. in 1895, and from the University of Texas with the degree of M. A. in 1901. He was elected as scholar in history in the University of Wisconsin in 1901-2, and a fellow for the session in 1902-03. His graduate work, both in the University of Texas and the University of Wisconsin, was done in history as a major, with political science as a minor and economics also as a minor, in the University of Wisconsin. He has finished the residence work required for the Ph. D. degree at the University of Wisconsin. Professor Clark has done rather extensive research work in American history, particularly in the history of the west and southwest. He has published several papers as the result of investigation of material from the archives of Mexico. Mr. Clark has had experience in the public school work of Texas as well as some of the smaller colleges of that state and as fellow in the University of Wisconsin, had the opportunity to gain valuable teaching experience. Professor George P. Harrison, head of the department of history in the University of Texas, says: "I think so highly of Mr. Clark that I can recommend him without any feeling of reserve. His personality is attractive and his influence will be felt for good. Indeed, I wish there was an opening for him in this university." Professor F. J. Turner, director of the department of history in the University of Wisconsin, says: "Mr. Clark is a man who has lots in him and is a clear and accurate investigator and a reliable, straightforward fellow. He presents his material well and has the stuff that strong and successful teachers are made of. He completes the work for a Ph. D. in June." Professor Charles H. Haskins, of Harvard University says: "Mr. Clark did excellent work in my class. He has done more investigation work of his own than is common among graduate students and is able to work and think for himself."

Roy C. Flickinger, whom the university has been fortunate enough to secure for the chair of Latin and Greek, graduated with the degree of A. B. from the Northwestern University, Evanston, Ill., in 1899, and with the degree

of M. A. from the same institution in 1901. He has just received the degree of Ph. D. "magna cum laude" from the University of Chicago. From 1899-1901 he taught in Northwestern University, and in 1902-03 offered freshman-sophomore courses in the University of Chicago, where he was also head fellow in Greek for two years. A technical paper, written by him which, appears in the decennial publications of the University of Chicago, has received favorable reviews in German, French and English periodicals. He conducted a Y. M. C. A. Bible class the past year and succeeded unusually well in inspiring young men with an interest in Sunday school work. He has been, during the past year, teacher of a Sunday school class of forty. Professor Shorey, of the University of Chicago, says: "He is one of the ablest and most completely equipped scholars we have ever graduated. He has the qualities of a successful teacher and at the same time the industry, acumen and scholarship that will enable him to do credit to any faculty which he may join, by productive work." Professor Scott, of the Northwestern University, says: "I regard Mr. Flickinger as the most promising teacher and scholar of my acquaintance. We have never had a more successful young teacher than Mr. Flickinger. Mr. Flickinger is fully able to teach with credit in any university in America and has no failings to detract from his education and ability." Professor Capps, of the University of Chicago, says: "He won our highest fellowship twice in competition and was given then a place on our faculty. He proved himself an excellent teacher and has few if any equals as a scholar among our graduate students."

Mr. John N. James, who has been secured for the chair of mathematics, graduated from the University of Michigan in 1886. He taught for five years, principally in the department of mathematics. In 1891 he was appointed electrician at the naval observatory which place he held until 1898. The last two years of this time he was director of the magnetic laboratory. He then took further work in European universities, spending two years at the Univer-

sity of Halle, Prussia, and one at the Sorbonne, in Paris. During the past year he has been assistant professor of mathematics in the University of Michigan, at Ann Arbor, Michigan, which position, although offered to him again for next year, he has resigned to accept the chair of mathematics in Epworth University. Professor James comes from a family of educators. One of his brothers is president of the Northwestern University, and another is professor in the University of Minnesota. His associates regard him as a man of deep religious convictions.

Professor L. D. Arnett, who comes as professor of philosophy and education, graduated from the University of West Virginia in 1898. Having done graduate work in the University of Chicago and in Clark University, he received the degree of Ph. D. from Clark University in 1903, and for the past year was professor of pedagogy in the Wisconsin State Normal. His work at Clark University was principally in the departments of philosophy and psychology. He was fellow for two years in Clark University and has had charge of the work in pedagogy at Shepherd College State Normal school in West Virginia for two years. Professor Arnett is regarded as a true Christian gentleman. His influence over students is great and for good. His scholarship may be judged not only from the indorsement which he has received from those universities which are the strongest in America in the department in which he is specializing, but also from his contributions to the American Journal of Psychology.

Mr. H. M. Derr, who has been elected to the chair of physics and geology, graduated from Leland Stanford University with the degree of A. B. in 1898, and from Columbia with the degree of A. M. in 1901 and from the University of Pennsylvania with the degree of Ph. D. in 1903. He was instructor in mathematics in the Palo Alto Summer School in 1898, was assistant in physics in Columbia University from 1899-1901, was instructor in mining engineering and geology in the University of Wyoming from 1901-1902 and was state assayer of Wyoming for the same

period. In 1899 he was elected university scholar in geology in Columbia University and scholar in physics at Clark University. From 1902-03 he was John Tyndall fellow in physics at the University of Pennsylvania to which position he was re-elected. He is a fellow of the Geological Society of America and a member of the American Institute of Mining Engineers. Mr. Derr has also had considerable experience in geology and mining engineering in South America and has a wide acquaintance of the work done in our colleges and universities.

Mr. W. E. Allen, M. A., who will combine the instructorship in biology with the physical directorship, is a graduate of the Y. M. C. A. Training school at Springfield, Massachusetts, with the title of physical director. He is also a graduate from Earlham College with the degree of B. L. He has done graduate work in the University of Nebraska and has received the degree of M. A. from Lawrence University. For seven years he has had experience coaching athletic teams, football, baseball, basketball, etc. He has also had seven years' experience conducting gymnasium classes. For one year he conducted a normal course in physical training at the Y. M. C. A. training school, Springfield, Massachusetts, and later conducted a similar course in the University of Nebraska. Mr. Allen has also had several years' experience as instructor in biology. Last year he was physical director at Lawrence University. His work both as physical director and as instructor is very highly spoken of. Doctor Ward, professor of zoology in the University of Nebraska speaks very highly of his connection with that institution, where he was registered as a graduate student and at the same time served as an assistant in anthropology and physical training.

Mr. Henry LeDaum, who will have charge of the department of French, is native French, coming to America at the age of sixteen. During his childhood and earlier education he was at Neuchatel, Switzerland. After coming to America he graduated from the Ohio Wesleyan Univer-

sity and later from Harvard University. He has been an instructor in French in Northwestern University for the last seven years and has pursued studies as a graduate student in the Romance languages in Harvard University, University of Chicago and Heidelberg. Last year he brought out an edition of Rostand's "Les Romanesques," which was published by Ginn & Co. His scholarship and personal qualifications are of the highest order according to the testimony of the various members of the faculty of Northwestern University, who write that they regard Mr. LeDaum as a scholar of superior mental fineness and elegance, a man of great personal inspiration and equipped as but few teachers are, with the fullest knowledge of the language which he teaches. He is in thorough sympathy with American ideals and is well adjusted to American ways. Edwin A. Greenlaw, of the department of English in Northwestern University writes as follows of Mr. LeDaum: "He is a man of sincere religious faith and a very beautiful character. He is untiring in his efforts in behalf of his pupils, and his interest in them extends beyond the class room into their daily lives. As a result, he is one of the most popular teachers I have ever known. His students think everything of him, and his relations with them are most pleasant. As to scholarly training, Mr. LeDaum's record is worthy of placing him on any university faculty. He has studied in some of the best American and foreign universities, and his record for scholarship is of the highest character. He has edited an edition of a play by Rostand, and I have seen letters from well-known French scholars praising his work in the highest terms. He is a thorough scholar in Italian and Spanish, as well as in French; is an effective literary critic and is as well-read in English as a professor of that subject."

Mr. C. M. Strong, who is section director of the United States weather bureau will have charge of the department of instruction in meteorology. Mr. Strong has completed the preliminary course of training required by the department for those who enter the weather bureau service. The university is unusually fortunate in securing such an in-

structor and the students of Epworth University may congratulate themselves on being able to take a thorough course in meteorology such as will be a direct preparation for a position in the United States weather bureau service.

Mr. John J. Merrill of Oklahoma City has been elected professor of music and instructor on the piano. Mr. Merrill did his early work in music at the University of Wooster and later graduated with the degree of Bachelor of Music from the University of Kansas. He then studied two years in Berlin with Ernst Jedliczka on the piano and with Otis B. Boise in musical theory. He was for two years director of music in the University of Oklahoma which position he voluntarily resigned last year to come to a larger city. During the present year Mr. Merrill has conducted a high grade school of music here in Oklahoma City. Mr. Merrill is not only an enthusiastic teacher but is a pianist of rare ability.

Miss Amanda O'Connor, who will be the assistant instructor on the piano, was a pupil of Mr. Wm. H. Sherwood and Mr. W. C. E. Seeboeck of Chicago. She was assistant instructor on the piano in the Oklahoma University for several years, having just resigned her position there to accept the place in Epworth University. Mr. Sherwood speaks very highly of her ability as a student of music and Dr. Boyd and others, with whom she worked at Norman, commend her most heartily.

Professor William W. Gray of Pittsburg, Pa., will give instruction in voice and violin. Mr. Gray is a graduate of the course in music at Muskingum college and later studied in Pittsburg Conservatory of Music with Luigi Von Kuits and Clement Tetedoux and at the Metropolitan Music School of Indianapolis and Cambridge Conservatory of Music of Ohio. Professor Clement Tetedoux of the Pittsburg Conservatory of Music says: "Mr. Gray is an excellent musician. His work will be marked with artistic seriousness and sincerity." Mr. Ora Lane-Folk of the Metropolitan School of Music says: "Mr. William Gray is a very conscientious and thorough

teacher and an active and brilliant player." As a leader of chorus Mr. Gray is exceptionally fine. While teaching in Kansas he drilled a chorus of fifty or seventy-five voices which sang at the great Topeka May Festival in 1902 and elicited the highest praise from the musicians of the state. Mr. Gray has also an enviable reputation as an orchestral director. He is a young man of earnest Christian character, pleasant and agreeable, broadly educated and a thorough gentleman as well as an enthusiastic teacher.

Mr. J. H. Brownlee, the instructor in elocution and oratory, during his residence in Oklahoma has won for himself many warm friends and admirers. He came to us from Illinois where he was a recognized leader in educational circles, having been president of the Illinois State Teachers' association and professor of elocution and oratory in the University of Illinois. He has also no little reputation as a public speaker and lecturer.

Miss Elida G. Ames graduated from the regular painting course of Syracuse University with the degree of Bachelor of Painting in 1903. At the same time she received the university scholarship in painting which is given upon the basis of merit. In June, 1904, she completed the Normal Art Course with high standing. Miss Van Valkenburg, head of the Normal Art department of Syracuse University, writes: "Miss Ames has taught with excellent results. I recommend her as one sure to succeed."

Mr. B. H. Locke, who has accepted the place as instructor in English in the academy, is an A. B. graduate of Millsaps College, Jackson, Miss., and an M. A. graduate of Vanderbilt University. He has had several years experience in the public schools of his native state and taught in the Oklahoma City high school for two years. Since being in the territory, Mr. Locke has assisted in conducting several summer institutes. In all his work he has won the reputation of being one of the most scholarly men in the territory. His work in the Oklahoma City high school has demonstrated his ability as instructor in a most creditable manner.

Mr. Olin H. Moore, who comes as an instructor in the academy, is a graduate from the University of Missouri and from Harvard University. After taking his A. B. at the University of Missouri in 1902 he has served as instructor in the University Summer School in 1902 and also in the following year. In the meantime he has also had considerable experience as a teacher in his native state. The past year was spent at Harvard University where he held the St. Louis Harvard Club Scholarship. Professor Grandgent of Harvard writes that he is the best student in his French literature course.

Miss Flora Rosenquist, who will teach the academy class in Latin, did her under-graduate work in the University of Kansas and her graduate work in the University of Chicago with the highest credit in both institutions. She has three or four years experience as teacher of Latin in the high schools of her native state. Professor A. L. Olin of the University of Kansas, in reporting his visit to her Latin classes, says that he never saw finer, more skillful, cleaner cut ~~or~~ more successful teaching than she was doing. Miss Rosenquist's training includes not only the work in Latin but also in French, German, Greek and Sanskrit. In personality and in character, Miss Rosenquist is commended as being all that could be wished, faithful and competent in every way.

Miss Minnie E. Punttenney,* who has been elected as an instructor in the academy and who will also have supervision of the model school as soon as the demand for this work will justify its full organization, is a graduate of the Illinois State Normal and the University of Chicago. She has been in the educational work sixteen years. For those students not prepared for the college courses in philosophy and education she will offer instruction in pedagogy. Her experience in the Cherokee, Creek and Choctaw Summer Normals as well as in the Illinois Summer Institutes has been very successful. The Children's work in the Ohio Chautauqua was in her hands for a while. She has had the best of technical training in most recent educational theor-

ies and methods in the school of education at the University of Chicago and is familiar with the educational conditions in the territories. She taught a few years ago in the Spaulding Institute at Muskogee, and those who knew her work there have felt that she was one of the best teachers they had known. Miss Puntenney has a pleasant appearance and a strong Christian character and has the reputation of being a young woman of ambition and energy. While in the Chicago University School of Education, she took all the hard work done in that school. Dr. John Dewey, director of the school of education in the University of Chicago, in a personal letter in behalf of her application says: "Miss Puntenney is in every way fitted for such work. She has pursued with advantage and credit to herself advanced work in the school of education during the present year."

Miss Ann Rose McLean, who takes the place of primary teacher in the model school, received her training at Teachers' College, Columbia University, New York. She taught two years in the Collegio Ingles at San Luis Potosi, Mexico, a mission school of the M. E. Church, South. Miss Toland, who was in charge of the school at that time, says: "She gave perfect satisfaction in her work. She had skill in managing her pupils and inspired them to put forth their best efforts. She is a fine Christian lady and did much to make our school popular with the people." During the past year she has been in New York observing the best primary schools and kindergartens of that city, and taking a course in primary and kindergarten work in Columbia University. Professor C. G. O'Grady, instructor in kindergarten and elementary department of Teachers' College says: "Miss McLean's scholarship is quite satisfactory. I consider her one of the most promising students I have."

BOARDING.

No students will be allowed to board except at approved boarding houses. No boarding house is put upon the approved list until a careful investigation has been made including its location, management, sanitary condition, etc., nor until the University authorities are satisfied that the boarding housekeeper will loyally co-operate with them in discipline and in all other matters. No spying or telltale reporting will be countenanced but this is a Christian school and boarding houses are often more potent in their moral influence than is the class room. Boarding housekeepers who cannot be depended upon to co-operate with the university authorities in maintaining lofty ideals of conduct and in stamping out infringements on the discipline of the school need not expect students to be allowed to remain at their boarding houses. No house will be approved as a boarding house for students which the university authorities do not believe will make a real home for them.

The university authorities retain the right also of approving of each individual arrangement in regard to the boarding house of any particular student and of peremptorily changing a student from one boarding house to another when in their judgment the best interests of the student demand such action. A boy's character is worth too much to be sacrificed when a readjustment of his surroundings (arbitrary though it might seem) would save him.

ATHLETICS.

The university expects to put an emphasis upon healthful athletics but hopes to avoid those hurtful excesses which mar the student's life in many institutions. For our opening year the character of our athletics can be determined solely by the attitude of the management toward athletics and by the character of the instructor in whose hands this work has been placed. The very fact that with our limited

resources, we have engaged a salaried physical director who will also act, partly at least, as coach for the various athletic teams, is sufficient indication that athletics will have their due place.

Mr. W. E. Allen, under whose direction the work in athletics has been put, was born on a farm near Indianapolis, Indiana, in 1873. Even in the country school he was a leader in outdoor sports and afterwards in the private academy, out of about one hundred boys, he ranked as the best baseball pitcher, the swiftest runner, the best high jumper and the best broad jumper. The first year in college he played on the college football team and on the college baseball team and the same year was a member of the college gymnasium team. This was in the year '91-'92. In '92-'93 he was a member of the leaders' class in the Y. M. C. A. In '93 he played left guard on the Training School football team at the Y. M. C. A. Training School, Springfield, Mass., and in '94-'95 he played full back on the same team. The same years he also played center on the Training School basketball team. While in the Training School he also served as a member of the baseball team and was awarded, while there, two pentathlon medals and one basketball medal. In the spring of '96, at Earlham College he coached the track team which got third place in the state meet of Indiana. The track team took first place the next year and fourth place in '96. In these first three contests Indiana and Purdue were opponents. In '99 against smaller colleges the track team won first place again. During these years the team also won a number of dual meets. In the year '96-'97, Mr. Allen coached the Earlham football team and won about half of the games. During the greater part of this time he also played full back on the team and as such was ranked among the best in the state. In '98 he coached the West Texas Military Academy football team. In '99 he coached the University of Nebraska's second team and in the Spring of 1900 he coached the track team in the same institution. This track team was the best in that section of the country. This past year he coached the Lawrence University teams. The football team was

beaten only by comparatively small scores by the three big nine teams of Chicago, Minnesota and Wisconsin. During the entire season no other team except these three scored on his team. Beloit, the so-called "Yale of the West" was defeated by the score of 20-0 and other teams defeated by still larger scores. The track team won from Lake Forest and in one-half of their other meets, while the basketball team also won fully half its games.

Mr. Allen's interest will be solely to develop the best side of athletics so that the whole student body may be able to join healthful exercise with pleasant recreation.

SCHOLARSHIPS.

The university offers scholarships valued at \$60.00, entitling the holder to free tuition in the college to the first honor graduate of all the Methodist schools in either Territory that are co-operating with us and to the first honor graduates of the affiliated high schools. In addition it is planned to secure four scholarships from each Presiding Elder's district entitling the holder to free tuition in the college. The beneficiaries of these scholarships will be elected from the district in which the scholarship is provided for and the nominations will be made by the Presiding Elders to the Board of Trustees.

EXPENSES.

The university fees are as follows: '

Matriculation fee	per term, \$	1.00
Library fee	" "	2.50
Tuition in college	" "	20.00
Tuition in the academy	" "	15.00
Tuition in elocution, private lessons..	" "	17.50
Tuition in elocution, class lessons...	" "	7.50
• Tuition in piano music with Mr.		
Merrill	" "	25.00

Tuition in piano music with Miss O'Connor	" "	17.50
Tuition in harmony.....	" "	7.50
Tuition in choral class and sight singing	" "	2.50
Tuition in voice.....	" "	20.00
Tuition in violin.....	" "	20.00
Use of piano for practice, one hour per day.....	" "	3.00
Diploma fee payable at opening of third term in the year of graduation	" "	5.00

For laboratory fees see the separate departments.

Tuition fees in art class will be furnished upon application.

Board at reasonable terms may be secured near the university. For a list of approved boarding places and rates of board address the president.

The sons and daughters of ministers in the regular pastoral work, and young men preparing for the regular work of the ministry are admitted to the college and to the academy with free tuition. This courtesy is extended to the ministers of all evangelical churches. Young men who are preparing for the ministry who have not yet been admitted to full connection in an annual conference or attained an equivalent relation in other than Methodist Churches are required to furnish recommendation from a responsible body such as quarterly conference, presbytery or association and must give their notes for the payment of tuition received, such notes to become null and void when the beneficiaries enter the active ministry but otherwise to become due in any case three years after leaving school.

DISCIPLINE.

It is not intended that there shall be a large number of minute regulations, but the University expects to appeal to the best principles of each of the young men and

young women in attendance and to implant in them noble ideals of conduct. However, all who are enrolled as students will be expected to submit loyally to all reasonable demands that the University may make upon them in matters of conduct. In particular, no student is expected to be guilty of any thing unworthy of a Christian lady or Christian gentleman. All young men will be expected to be on their premises after nightfall except where there is unavoidable reason for their absence. The use of profane or obscene language will not be countenanced. No trips may be made away from the University except by permission of the President. For the enforcement of discipline appeal is made to the student's own sense of manhood. Spying will not be resorted to, but a careful oversight will be maintained over the conduct of all the students under our care. Counsel and reproof will be given as occasion demands, and those who do not respond to the efforts made in their behalf will be no longer recognized as members of the University.

EQUIPMENT.

The equipment of Epworth University when compared with the large Eastern universities is very meager indeed, but when the age of the school is taken into consideration we may honestly say that we have ample equipment. The physical, the chemical and the biological laboratories are each furnished with the necessary apparatus and materials for such work as is ordinarily done in undergraduate courses, and provision is also being made for suitable equipment for advanced work. The work in physics will be done largely by the laboratory method, and the physical laboratory is being arranged to meet the requirements of this plan. Very few schools in the South and West have well equipped physical laboratories, but the management of the University have arranged that this defect should not be shared by Epworth University. A fuller description of each of the laboratories will appear in future issues

of the Bulletin. For students who are interested in laboratory work Epworth University will offer unusual advantages in that, having a comparatively small number of students and large staff of instructors, and with the equipment of the laboratory all new and especially adapted to the needs of the classes, each student will have unusual attention, and at the same time unusual freedom in the use of the apparatus.

OTHER METHODIST SCHOOLS.

From the very beginning of the Indian Mission Conference, sixty years ago, the Methodist Episcopal Church, South, has been fostering Christian education within the territory of this Conference. The Willie Halsell College at Vinita, I. T., Spaulding Female College at Muskogee, I. T., and Hargrove College at Ardmore, I. T., are now doing good work for the cause of Christian education. It is not the purpose of Epworth University to interfere in any way with the work being done by these schools.

Willie Halsell College and Spaulding Female College are entering into hearty co-operation with Epworth University. A scholarship of \$60 is given to the first honor graduate of each of these schools, and they are commended to all our friends and patrons as suitable places for their sons and daughters who are not yet ready for the advanced courses offered at the University. Members of the Church that owns and operates these schools, provided they live within the territory naturally dependent upon these schools, are referred to these schools except in case of students already prepared for admission to the freshman class in the collegiate department of the University. Those who desire further information may address Rev. T. F. Brewer, President of Spaulding Female College, Muskogee, I. T., or Professor W. S. Dugger, President of Willie Halsell College, Vinita, I. T. Fuller statement in regard to these schools will appear in the subsequent issues of the Bulletin.

AFFILIATED SCHOOLS.

A few high schools have been recognized as affiliated schools. Their graduates are admitted on certificate, without examination into the freshman class of the University, and their first honor graduate is granted a \$60.00 scholarship. A complete list of such schools will appear in later issues of the Bulletin.

LOANS.

A limited fund is available for loans to worthy young men and young women. Particulars will be furnished upon application.

NEEDS.

Epworth University needs money and co-operation. The money is needed for buildings and equipment and for the meeting of current expenses. The buildings already erected are intended merely to be the nucleus around which other buildings are to be grouped. A separate building for the library (and \$25,000 for purchasing books), separate buildings for each of the laboratories, a Y. M. C. A. building, a large chapel or assembly hall, a large dormitory or dormitories for young women are very much needed immediately, and there are no funds with which to provide them. The funds at our disposal for equipping the library and the laboratories at present accommodated in different rooms of the main building, are insufficient if the University is to achieve that large success for which its friends hope. For meeting current expenses there is needed an annual sum of at least \$10,000, independent of tuition receipts. We already have an assured income from endowment that is sufficiently near this figure to induce us to believe that the attainment of this sum is not at all an impossibility, but with the expansion of the University this figure will become pitifully inadequate. In order to sup-

ply additional income for meeting our current expenses there has been organized an Epworth University Guild, membership in which is conditional upon the payment of at least \$5.00 into the current expense fund of the University. Membership certificates are issued and the anniversary will be held at each annual commencement. Funds are also needed in order to provide scholarships for worthy young men and young women in straitened financial circumstances. Besides money, Epworth University needs also loyal support. If our friends will only believe in us as loyally as we believe in them our success is assured. The popularity of the University and the public interest in it is very gratifying, but this must be maintained and even increased.

SPECIAL ADVANTAGES.

Epworth University is not a school of technology, but a college of liberal culture. However, those who desire training for their life work will find Epworth University adapted to their needs. The college offers a greater variety of course as electives for the bachelor degree than is usually found even in older schools. In the modern languages and in the natural and physical sciences there is a full staff of instructors and elaborate courses are offered. The courses in meteorology are a direct preparation for government service. The school of education offers both practical and theoretical training for those expecting to become teachers. Those contemplating law as a profession will find the courses in history and political science and the courses in oratory adapted to their needs. Those who are preparing for civil or electrical engineering will have the opportunity of doing their work in mathematics and physics under the instruction of those professors whose experiences peculiarly adapt them for knowing and meeting the needs of this class. While those interested in mining take courses in geology under a practical miner who has been state assayer in one of the large western mining states and who has had experience in mining operations on

two continents. The course in astronomy is taught by one who has had seven years' experience in the U. S. Naval Observatory. If any look forward to the commercial life they will find ready for them not only the subjects taught in the ordinary business schools but also courses in economics, banking, finance, commercial history, technological sciences, the modern languages most used in commerce, etc. In the preparation for the ministry there are not only the courses in literature, philosophy and sociology, but also elaborate and thorough courses in biblical literature including church history, comparative religion and Christian missions as well as Hebrew and New Testament Greek. There are also special courses of training for religious workers.

Epworth University is in a healthful location, with climate unexcelled. It is conveniently located and easily accessible to all parts of the Indian and Oklahoma Territories. For citizens of either of the Territories there is a peculiar advantage in seeking an education at one of the institutions of this coming state. This results not merely from the principle of patronizing home institutions, but also from the danger that those educated in other states will get out of touch, perhaps even out of sympathy with territorial conditions. Even for those not now residing in either of the Territories, Epworth University offers exceptional privileges as this is now perhaps the most rapidly developing section in the union and a college course is by common admission one of the best places to form acquaintances and make one's adjustment to the new country.

At the very first a healthful emphasis has been put upon athletics and physical training generally.

An atmosphere of pure scholarship may certainly be depended in a faculty made up of men the majority of whom have taught in the leading universities of this country and the majority of whom would be able to maintain themselves by productive work in any university faculty. If the age of the school is taken into consideration, we may safely boast of an unusually large library and ample labora-

tories. The requirements for entrance and for graduation are those of the large Eastern institutions, a standard of thoroughness not hitherto attempted by schools in this section. In addition to the regular college course in literature, philosophy and science credit is also given towards a degree for work in bookkeeping, stenography, elocution, art and music.

The credit given for music and art does not include the mere technical instruction in playing or painting except where the student rises to the point of real artistic interpretation and production. The head of the art department has had successful experience as teacher at Syracuse University which has one of the strongest art departments to be found in the United States. The instruction in bookkeeping and stenography is without additional expense. The instruction in elocution and oratory is by one who is himself an orator of no mean ability. All the instruction in music is given by teachers who have had the best advantages offered in this country and the principal instructor on the piano has studied under some of the best European masters.

It is believed that the spirit of Epworth University will be helpful toward developing the best elements of character. It is a Christian school in a practical and real sense and stands as a protest against narrow sectarianism and ecclesiastical partisanism. It is the intention of the management to make it not so much a church school, although, of course, it is loyal to the Church, but a religious school in the fullest meaning of the word. It is also a new school with all the fresh enthusiasm of a new enterprise. Discipline will be strictly administered. Each student has the personal oversight of the president and his corps of twenty-three assistants. In the organization of Literary Societies, the Y. M. C. A., Y. W. C. A., Athletic Association, etc., students who have already finished a part of their college course elsewhere will have unusual opportunity for developing their capacity as leaders. Special attention will be given toward helping poor boys and poor girls to make their way through school.



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Who are the Eight Thousand Will You be One?

"Who's Who in America," contains 1,300 pages of brief biographies of such persons now living in America as have become noted factors in the achievements of the age.

With a view to determining what effect education of the various grades has had on success in life, the school training of each of these men and women, "of more than local note," was ascertained and 7,852 were thus educationally classified.

There are in the United States 40,782,007 persons over 21 years old. These are divided educationally about as follows:

Class 1—Without School Training	4,682,498
Class 2—With only Common School Training	32,862,951
Class 3—With Common and High School Training	2,165,357
Class 4—With College or Higher Education Added	1,071,201

How many of the eight thousand distinguished citizens of the United States on the "Who's Who" list came from each of these classes?

The 4,682,498 of Class 1 furnished	31
The 32,862,951 of Class 2 furnished	808
The 2,165,357 of Class 3 furnished	1,245
The 1,071,201 of Class 4 furnished	5,768

It thus appears:

1st. That an educated child has one chance in 150,000 of taking a distinctive place in the progress of the age.

2d. That a common school education will increase his chances nearly four times.

3d. That a high school training will increase the chances of the common-school boy twenty-three times, giving him eighty-seven times the chance of the uneducated.

4th. That a college education increases the chances of the high school boy nine times, giving him two hundred and nineteen times the chance of the common-school boy, and more than eight hundred times the chance of the uneducated.

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Epworth University

❧ BULLETIN ❧

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AUGUST 15, 1904.

Number 2.

UNIVERSITY OF ILLINOIS

PRESIDENT'S OFFICE

Announcements.

Revised Edition.

1953 4
UNIVERSITY OF ILLINOIS LIBRARY

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OKLAHOMA, OKLA.

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BOARD OF TRUSTEES.

The Board of Trustees of Epworth University consists of ten preachers and ten laymen whose succession is provided for by the Indian Mission Conference of the Methodist Episcopal Church, South, and the Oklahoma Conference of the Methodist Episcopal Church.

The Board elects all teachers and officers, decides all questions of policy, and holds all property belonging to the University.

NAME.	ADDRESS.	CONFERENCE.	TERM EX.
Rev. Marion Porter,	Lawton,	Oklahoma	1904
Mr. J. B. Thoburn,	Guthrie,	"	1904
Rev. E. S. Stockwell,	Perry,	"	1905
Mr. F. B. Reed,	Shawnee,	"	1905
Rev. J. F. Palmer,	Granite,	"	1906
Mr. A. F. Rankin,	Perkins,	"	1906
Rev. J. T. Riley,	Okla. City,	"	1907
Hon. George S. Green,	Guthrie,	"	1907
Rev. F. E. Day, D. D.	Okla. City,	"	1908
Hon. J. B. Cullison,	Enid,	"	1908
Rev. M. L. Butler,	Muskogee,	Indian Mission,	1904
Mr. J. F. Quillian,	Vinita,	"	1904
Rev. S. G. Thompson,	Oklahoma City,	"	1905
Hon. C. B. Ames,	Oklahoma City,	"	1905
Rev. L. M. Broyles,	Oklahoma City,	"	1906
Hon. Anton H. Classen,	Oklahoma City,	"	1906
Rev. T. L. Rippey,	Guthrie,	"	1907
Supt. Ed. S. Vaught,	Oklahoma City,	"	1907
Rev. J. M. Gross,	Durant,	"	1908
T. P. Howell, M. D.	Davis,	"	1908

CALENDAR—1904-'05.

1904.

Sept. 6, Tuesday, Enrollment of incoming students.

Sept. 7, Wednesday, First term begins.

Sept. 7, Wednesday, { Entrance examinations and regis-
Sept. 8, Thursday, { tration..

Sept. 9, Friday, Recitations begin.

Sept. 10, Saturday, 4:00 p. m., Period set for registration
for first term ends.

Sept. 14, Wednesday, Formal ceremonies celebrating the open-
ing of the University.

Oct. 5, Wednesday, The session of the Medical Department
begins.

Nov. 24, Thursday, Thanksgiving day; a holiday.

Dec. 5, Monday, { Registration for second term.
Dec. 6, Tuesday, {

Dec. 6, Tuesday, 4:00 p. m., Period set for registration for the
second term ends.

Dec. 7, Wednesday, Second term begins.

Dec. 23, Friday, Christmas Holidays begin.

1905.

Jan. 3, Tuesday, 8:45 a. m., Christmas Holidays end.

Feb. 22, Wednesday, Washington's Birthday; a holiday.

March 6, Monday, { Registration for third term.
March 7, Tuesday, {

March 7, 4:00 p. m., Period set for registration for third term
ends.

March 8, Wednesday, Third term begins.

May 10, Wednesday, the session of the Medical Department
closes.

May 30, Tuesday, Memorial Day; a holiday.

June 4, Sunday, 11:00 a. m., Commencement sermon.

June 4, Sunday, 8:30 p. m., Annual missionary sermon.

June 5, Monday, {
June 6, Tuesday, { Annual Commencement Exercises.
June 7, Wednesday }

OFFICERS AND COMMITTEES OF BOARD.

Rev. S. G. Thompson.....	President
Hon- Geo. S. Green.....	Vice-President
Mr. J. B. Thoburn.....	Secretary
Mr. F. B. Reed.....	Treasurer

EXECUTIVE COMMITTEE.

Rev. J. T. Riley, Chm.	Rev. F. E. Day, Sec.
Hon. Geo. S. Green,	Rev. S. G. Thompson,
Rev. L. M. Broyles,	Hon. C. B. Ames,

COMMITTEE ON FURNITURE AND EQUIPMENT.

Pres. R. B. McSwain,	Supt. E. S. Vaught,
Rev. F. E. Day,	

COMMITTEE ON LANDSCAPE PLANS.

Mr. J. B. Thoburn,	Mr. A. H. Classen,
Mr. J. A. Taylor.	

FINANCIAL AGENT.

Rev. E. B. Rankin,

FACULTY.

ROBERT B. McSWAIN, M. A.,

President and Professor of Biblical Literature.

M. A., Arkadelphia Methodist College, 1893; M. A., Vanderbilt University, 1897; Theological student, Vanderbilt University, 1893-95, '96-97; Professor of Latin and Greek, Polytechnic College, Fort Worth, Texas, 1897-1900; Acting President of Polytechnic College, 1899-1900; Professor of Biblical Literature, Southwestern University, 1900-04; Graduate student in Semitic Languages, University of Chicago, 1901 and 1903.

BENJAMIN M. DRAKE, M. A., Ph. D.,

Professor of English.

A. B., Centenary College, Louisiana, 1886; M. A., Vanderbilt University, 1895; Ph. D., Vanderbilt University, 1897; Professor of English, Centenary College, 1890-92; Professor of Latin and Greek, Emory and Henry College, 1895-96; Fellow in Greek, Vanderbilt University, 1897-98; Fellow in Greek and English, Vanderbilt University, 1898-1900; Instructor in Greek and English, Vanderbilt University, 1900-1904.

R. C. CLARK, M. A.,

Professor of History and Social Science.

A. B., Add-Ran University, 1895; Teacher of Languages, Mineral Wells College, 1895-96, 1897-98; Teacher of Latin and Greek, Bay View College, 1896-97; Principal of Crawford Public School, 1898-1900; M. A., University of Texas, 1901; Scholar in History, University of Wisconsin, 1901-02; Fellow in History, University of Wisconsin, 1902-03.

R. C. FLICKINGER, M. A., Ph. D.

Professor of Latin and Greek.

A. B., Northwestern University, 1901; Instructor in

Latin and Greek, Northwestern Academy, 1899-1901; Instructor in Greek in University of Chicago, 1902-03; Head Fellow in Greek, University of Chicago, 1901-02, 1903-04; Ph. D., University of Chicago, 1904.

JOHN N. JAMES, A. B.,

Professor of Mathematics.

Northwestern University, 1881-85; A. B., University of Michigan, 1886; Electrician and director of the magnetic laboratory at the U. S. Naval Observatory, Washington, D. C., 1891-98; Student at University of Halle, 1898-1900; Student at the Sorbonne, Paris, 1900-01; Instructor in Mathematics, University of Michigan, 1902-03.

L. D. ARNETT, Ph. D.,

Professor of Philosophy and Education.

B. S., West Virginia University, 1898; Student Chicago University summers of 1900-1901; Clark University, 1902-03; Ph. D., *ibid.*, 1903; Professor of Pedagogy, Shepherdstown (W.Va.) State Normal School, 1899-1901; Oshkosh (Wisconsin) State Normal, 1903-04.

G. C. JONES, M. A., LL. D.,

Professor of Chemistry.

A. B., Southwestern Baptist University, Jackson, Tennessee, 1876; M. A., Vanderbilt University, 1879; Professor of Science and Mathematics, Memphis Conference Female Institute, 1879-89; President of Arkadelphia Methodist College, Arkadelphia, Arkansas, 1890-1904; Two semesters in Royal University, Berlin, Germany, in Chemistry and Physics; Summer semester in Chemistry, University of Chicago; LL. D., Southwestern Baptist University, Jackson, Tennessee, 1903.

HOMER M. DERR, M. A., Ph. D.

Professor of Physics.

A. B., Leland Stanford University, 1898; A. M., Columbia University, 1901; Ph. D., University of Pennsylvania, 1903; Instructor in Mathematics, Palo Alto,

California, Summer School, 1898; Assistant in Physics, Columbia University, 1899-1901; Instructor in Mining Engineering and Geology, University of Wyoming, 1901-02; State Assayer of Wyoming and Engineer to the Red Oxide Mining Company, Laramie, Wyo., 1901-02; Elected University Scholar in Geology, Columbia University, 1899, and Scholar in Physics, Clark University, same year; John Tyndall Fellow in Physics, University of Pennsylvania, 1902-03; re-elected; Fellow of the Geological Society of America and Member of the American Institute of Mining Engineers.

WINFRED E. ALLEN, M. A.,

Professor of Biology.

Graduate in Physical Training, Y. M. C. A. Training School, Springfield, Mass., 1895; B. L., Earlham College, 1898; Graduate student in Zoology, University of Nebraska, 1899-1900; Instructor in Training School, 1895-96; Athletic Director, Earlham College, 1896-98; Assistant Physical Director, University of Nebraska, 1899-1900; instructor in Biology, Spokane High School, 1900-02; Physical Director, Y. M. C. A., Fargo, North Dakota, 1902-03; Physical Director, Lawrence University, 1903-04; A. M., Lawrence University, 1904.

SIBYL DUNN, A. B.,

Professor of German.

A. B., University of Kansas; Teacher of German and Latin, Oklahoma City High School; University of Chicago, Summer 1904.

HENRY LEDAUM, M. A.,

Professor of Romance Languages.

Childhood and early education, 1872-1888 at Neuchatel, Switzerland; A. B., Ohio Wesleyan University, 1896; A. B., Harvard University, 1897; Graduate student Romance Languages, Harvard University, University of Chicago, Heidelberg University; Instructor in French,

Northwestern University, 1897-1904; A. M., Ohio Wesleyan University, 1903.

C. M. STRONG,

Instructor in Meteorology.

WILLIAM J. JOLLY, M. D.,

Professor of Anatomy.

Medical College of the state of South Carolina, Charleston, S. C., 1882; New York Polyclinic Medical School and Hospital, 1886; New York Post Graduate Medical School and Hospital, 1891 and 1900; New Orleans Polychlinic, 1888; Post Graduate Medical School of Chicago, 1893; Member of American Medical Association.

F. C. HOOPES, M. D.,

Adjunct Professor of Anatomy.

M. D., University of Illinois, 1902; Demonstrator of Anatomy, University of Nebraska, 1900-01.

ULBUS L. RUSSELL, M. D.,

Professor of Osteology.

M. D., Medical Department of Washington University, 1893.

H. COULTER TODD, A. B., M. D.,

Professor of Syndesmology and Myology and Demonstrator of Anatomy.

A. B., University of Arcadia; M. D., Medical School of Maine, Bowdoin College, Brunswick, Me., 1900.

I. HAYNES BUXTON, M. D.,

Professor of the Anatomy and the Physiology of the Head.

Medical Department University of Vermont, 1884; ex-Superintendent of Public Health, Oklahoma Territory; ex-President of the Territorial Medical Examining Board; Member of the American Medical Association and of the American Public Health Association.

ARCHIE K. WEST, M. D.,

Professor of Physiology.

M. D., Memphis Hospital Medical College, 1894.

LEANDER A. RIELY, M. A., M. D.,

Professor of Histology and Bacteriology.

A. B., Hanover College, 1895; M. A., *ibid.*, 1902; M. D., University of Louisville, 1898.

JOHN J. MERRILL, M. B.,

Professor of Music and Instructor in Piano.

Carthage Collegiate Institute, 1893-95; Wooster University, 1896-97; University of Kansas, 1897-1899; Bachelor of Music, *ibid.*, 1899; Pupil of Ernst Jedliczka (Piano) and Otis B. Boise (Theory), in Berlin, 1899-01; Director of Music, University of Oklahoma, 1901-03.

AMANDA O'CONNOR,

Assistant Instructor in Piano.

Student of Piano with William H. Sherwood, and in Harmony and Musical Analysis with Mr. and Mrs. A. J. Goodrich, Chicago, 1898-1900; Pupil of W. C. E. Seeboeck, Chicago, Summer of 1902; Teacher of Music, University of Oklahoma, 1901-1904.

WM. W. GRAY,

Professor of Music and Instructor in Voice and Violin.

Pupil of J. W. Brown, 1889-1892; Pupil of W. F. Gates, 1893-1894; Pupil of Ora Lane-Folk, 1894-97; Pupil of Professor S. G. Smith, 1897-99; Student of Muskingum College, 1893-1899; Student of the Pittsburgh Conservatory under Clement Tetedoux and Luigi von Kunits, Summer of 1900; Pupil of W. A. Lafferty, 1904. Instructor in Violin and Voice, Muskingum College, 1894-1899; Professor of Violin and Voice Culture, Campbell University, Holton, Kansas, 1899-1903.

GEORGE L. HARRELL, M. S.,

Instructor in Mathematics in the Academy.

B. S., Millsaps College, 1899; M. S., *ibid.*, 1901; Instructor in Physics, *ibid.*, 1898-1899; Professor of Mathematics and Physics, Whitworth College, Brookhaven, Miss., 1899-1900; Graduate student, University of Chicago, summers of 1900 and 1902; Professor of Physics

and Chemistry, Hendrix College, Conway, Arkansas, 1900-02; Professor of Mathematics and Natural Science, Centenary College of Louisiana, Jackson, La., 1902-04.

JAMES H. BROWNLEE, M. A.,

Professor of Elocution and Oratory.

Former Professor of Rhetoric and Oratory in the University of Illinois.

ELIDA G. AMES, B. P.,

Teacher of Art.

B. P., Syracuse University, 1903; Graduate in Normal Art Department, Syracuse University, 1904.

B. H. LOCKE, M. A.,

Instructor in English in the Academy.

A. B., Millsaps College; A. M., Vanderbilt University; Teacher in Oklahoma City High School, 1902-04.

FLORA ROSENQUIST, A. B.,

Instructor in Latin and Greek in the Academy.

A. B., University of Kansas; graduate student in Latin, University of Chicago, 1902-04; Teacher of Latin in Kansas High Schools.

MINNIE E. PUNTENNEY, B. S.,

Instructor in History, Science and Pedagogy in the Academy.

Graduate, Illinois State Normal; B. S., University of Chicago (School of Education), 1904.

ROY L. CRAYCRAFT, B. S.,

Instructor in Bookkeeping and Shorthand.

Student, Spaulding Business College, 1887; B. S., Morrisville College, 1897; Commercial Diploma from Business Department, Central College, Missouri, 1898; Student Metropolitan Business College, Chicago, 1903; City Clerk, Lee's Summit, Missouri, 1888-1894; in commercial work 1899-1904.

ANN ROSE McLEAN,

Primary Teacher in Model School.

Teachers' College Columbia University.

W. E. ALLEN,
Physical Director.

B. M. DRAKE,
Librarian.

ROY L. CRAYCRAFT,
Registrar.

R. W. SPRIGG,
Custodian of Buildings and Grounds.

HISTORICAL.

In nearly all of the American commonwealths the church made provision for higher education before the state attempted to do so. In this one particular Oklahoma was an exception to the general rule. Settled in a single day in 1889, its people were, a few months later, clothed with the attributes and powers consonant with a large measure of self-government, including a landed endowment for the several higher institutions of learning. The early establishment of a university, an agricultural college and a normal school followed as a matter of course.

With a population that was not rich in a worldly way, and with much of the country about them still closed to settlement, it was not strange that there was a manifest disposition on the part of many to discourage any attempts in the direction of founding denominational schools and colleges at such a time. It was for this reason that an attempt was made to establish a series of denominational boarding halls or student houses in connection with the Territorial University. This last movement, however, was not well supported, and eventually all interest in the matter died out.

In 1893 the Legislative Assembly of the Territory enacted a law chartering the Oklahoma Methodist University,

under the patronage and control of the Oklahoma Conference of the Methodist Episcopal Church, and naming a board of trustees for the same. At various times thereafter the matter of establishing a Methodist college or university in Oklahoma was mooted, but no systematic effort was made to take definite action in regard to the matter.

At its annual session, held in Oklahoma City in October, 1899, the Oklahoma Conference appointed a committee to consider the matter of establishing an institution of learning of high grade and report upon the feasibility of the same at the next session, which was held at Enid, October 24-28, 1900. At that time the people of Enid offered a donation of a ten-acre building site and ten thousand dollars in cash to the Conference for the purpose of establishing a college at that place.

The Conference voted that it was deemed inexpedient to take definite action in regard to the matter at that time, but that, at a later date, it would give consideration to the claims of the Enid people in regard to this matter.

At the time that these propositions were being discussed in Oklahoma City, early in the spring of 1900, it was suggested that, in order to meet with the fullest measure of success, such a Methodist university as was proposed should be founded under the joint patronage and control of respective conferences of the branches of Methodism which exercised jurisdiction over the patronizing territory. No definite step was taken in that direction, however. During the month of May, 1901, the matter of establishing a university by joint action of the Conferences of the Methodist Episcopal Church and the Methodist Episcopal Church, South, was seriously discussed, and finally it was agreed to hold a meeting of a few of the interested parties to outline some definite plan of action.

In the meantime, however, the annual convention of the Epworth League of the Oklahoma Conference of the Methodist Episcopal Church was held at Edmond, Okla., June 18-20. At this convention a resolution was adopted suggesting the name Epworth University.

On the evening of June 22nd, 1901, in the office of the receiver of the United States Land Office in Oklahoma City the following named persons assembled to discuss the feasibility and advisability of a united effort on the part of the two branches of the Methodist Church: Rev. S. G. Thompson, Rev. L. M. Broyles and Mr. C. B. Ames, all of Oklahoma City, representatives of the M. E. Church, South, and Rev. Dr. J. T. Riley, of South McAlester, I. T., Rev. E. B. Rankin, of Edmond, O. T., and Mr. J. B. Thoburn, of Oklahoma City, representing the M. E. Church; Hon. Anton H. Classen, representing the Commercial Club and the people of Oklahoma City. The whole matter was thoroughly discussed, but after due deliberation it was decided that no definite action be taken until just prior to the time of the annual sessions of the two Conferences in October.

Shortly before the simultaneous annual session of the Indian Mission Conference of the Methodist Episcopal Church, South, and the Oklahoma Conference of the Methodist Episcopal Church, which were held respectively at Chickasha, I. T., and Shawnee, O. T., October 20-26, the offer of the people of Oklahoma City was formulated and committees were appointed to present the matter to each Conference.

In the Conference at Chickasha a ready response was met with, little or no opposition was manifested, and the vote for the acceptance of the proposition was practically unanimous. In the Conference at Shawnee, likewise, the proposition was accepted conditionally, by a practically unanimous vote. The vote was taken upon the adoption of the following resolution:

Resolved, By the Oklahoma Annual Conference of the Methodist Episcopal Church in session assembled at Shawnee, Okla., on October 26, 1901:

First—That the Presiding Bishop appoint a commission of five laymen and five ministers to act jointly with a like commission from (the Indian Mission Conference of) the Methodist Episcopal Church, South, which commissions shall constitute a joint commission to locate, build and equip

an institution of learning to be jointly owned by the Methodist Episcopal Church and the Methodist Episcopal Church, South. Said joint commission shall receive no proposition to locate such an institution which offers less than one hundred thousand dollars in cash or such securities as such joint commission shall approve, and forty acres of well located land upon which to erect buildings:

Second—That said joint commission meet in Oklahoma City, Okla., on the first Tuesday in December, 1901, in the M. E. Church, South, at 3:00 o'clock p. m. to consider such legal propositions as may come before them;

Third—That all matters upon which no satisfactory decision can be reached by the joint commission shall be referred back to the Annual Conferences, respectively for settlement."

E. B. RANKIN,
E. C. DELAPLAINE,
A. G. MURRAY.

The following persons were appointed as members of the joint commission on the part of the Oklahoma Conference by Bishop John W. Hamilton: Ministerial, Dr. J. T. Riley, Oklahoma City; E. B. Rankin, Edmond; Marion Porter, Enid; E. C. Delaplaine, Blackwell, and J. F. Palmer, Granite. Lay, Hon. George S. Green, Guthrie; F. B. Reed, Shawnee; J. B. Thoburn, Oklahoma City; Hon. James B. Cullison, Enid, and A. F. Rankin, Perkins.

The following persons were appointed to act on the part of the Indian Mission Conference by Bishop Joseph S. Key: Ministerial, C. F. Roberts, El Reno, O. T.; J. M. Gross, Ardmore, I. T.; M. L. Butler, Muskogee, I. T.; S. G. Thompson and L. M. Broyles, both of Oklahoma City. Lay, Hon. T. J. Lowe, Guthrie, O. T.; Dr. T. P. Howell, Davis, I. T.; J. F. Quillian, Vinita, I. T.; C. B. Ames and Anton H. Classen, both of Oklahoma City.

The joint commission thus constituted met December 3rd, 1901, and effected a permanent organization. The name Epworth University was formally adopted and proposals were received in reference to the location of the uni-

versity. The executive committee of the commission advertised for bids and written propositions with regard to the location of the university. From the various propositions submitted the one presented by the University Development Company was, after most careful consideration and various amendments, finally accepted. This proposition included the donation of fifty-two acres for the campus and \$100,000.00 for endowment, for building and equipment and for expenses of financial agents. This amount was to be realized from the sale of lots belonging to the University Development Company. Out of this \$100,000 a building has been constructed at a cost of about \$40,000, and \$40,000 is now drawing interest at 6 per cent, and is set aside as a permanent endowment fund. Ten thousand dollars is drawing interest likewise at 6 per cent, but has been set aside for expenses of the financial canvass. Of the other \$10,000 part has already been paid for the support of the financial agents and the rest is to be used for this purpose as needed.

The Board of Trustees of Epworth University, successors to the Joint Commission, held their first session December 2, 1902. Rev. J. C. Gooch and Rev. Dr. W. F. Wilson were appointed as financial agents. In the work of the Board of Trustees at this time much encouragement and help was received from the visit and from the counsel of Dr. W. F. McDowell, Educational Secretary of the Methodist Episcopal Church.

On April 9, 1903, Rev. E. B. Rankin was elected financial agent. In September, 1903, the Oklahoma City Chamber of Commerce, through its representatives, Dr. A. K. West and Mr. George E. Gardner, appeared before the Board of Trustees to express the abiding interest of the business and professional men of Oklahoma City in the university, and to express their willingness to make an effort to raise the sum necessary for opening the university. Twenty thousand dollars was the amount suggested as immediately necessary for this purpose. The date set for raising this amount was postponed till October 1st. The opening was later postponed until September, 1904, but the

business men of Oklahoma City have made liberal contributions toward the fulfillment of the offer made at this meeting. The prospects are that they will soon comply in full with the terms of this offer.

The following charter was secured :

*ARTICLES OF INCORPORATION OF THE
EPWORTH UNIVERSITY.*

Be it known that the undersigned citizens of the Territory of Oklahoma do hereby voluntarily associate ourselves together for the purpose of forming an educational corporation under the laws of the Territory of Oklahoma, and do hereby certify :

First,

That the name of this corporation shall be "The Epworth University."

Second,

1. The purposes for which this corporation is formed are for the maintaining of a higher Christian institution of learning for the purpose of giving instructions in all sciences, literature, the arts, theology, law, medicine and other professional schools.

2. The object and purpose being that the said Epworth University shall consist of an assembly of Christian colleges, united under one corporate organization and government, affording and offering instruction in the arts and sciences and learned professions and conferring degrees.

3. The said University to be established, maintained and conducted under the auspices and joint authority of the Methodist Episcopal Church and the Methodist Episcopal Church, South, and in accordance with the rules, regulations and disciplines of said Churches.

4. The governing board of said Epworth University being created by the Oklahoma annual Conference of the Methodist Episcopal Church and the Indian Mission Conferences of the Methodist Episcopal Church, South, the suc-

cessors of said annual Conferences to have a voice at all times in the governing board of said University.

5. Said Epworth University to have authority to purchase all necessary real estate in connection with said University and to acquire property, real, personal and mixed, by purchase, gift, bequest, devise or in any other manner for the purpose of endowing said University or any College, department and chair or any other purpose in connection with said University.

6. The purposes and objects being by these Articles of Incorporation to do all things necessary to be done in establishing, maintaining and conducting a University in all of its departments of learning.

Third,

The place where its principal business is to be conducted is in Oklahoma City, in Oklahoma County, in Oklahoma Territory.

Fourth,

The term for which this Corporation is to exist shall be perpetual.

Fifth,

The number of Trustees of this Corporation shall be twenty, and the names and residences of those who are to serve until the election and qualification of their successors are as follows:

S. G. Thompson, Oklahoma City, Okla.
J. M. Gross, Vinitia, I. T.
T. L. Rippey, Guthrie, Okla.
L. M. Broyles, Oklahoma City, Okla.
M. L. Butler, Muskogee, I. T.
T. P. Howell, Davis, I. T.
J. F. Quillian, Vinitia, I. T.
Anton H. Classen, Oklahoma City, Okla.
T. J. Lowe, Guthrie, Okla.
C. B. Ames, Oklahoma City, Okla.
J. T. Riley, Oklahoma City, Okla.
J. F. Palmer, Granite, Okla.

Marion Porter, Norman, Okla.
E. B. Rankin, Edmond, Okla.
J. B. Cullison, Enid, Okla.
F. B. Reed, Shawnee, Okla.
A. F. Rankin, Perkins, Okla.
J. B. Thoburn, Oklahoma City, Okla.
E. S. Stockwell, Perry, Okla.
George S. Green, Guthrie, Okla.

The said Trustees shall be elected by the respective Conferences and the successors of said Conferences in such manner as shall be prescribed by the disciplines of said Churches.

Sixth,

This being an educational corporation, it has no capital stock.

In witness whereof, we have hereunto subscribed our names this, the third day of September, A. D. 1903.

(SIGNED)

SAMUEL G. THOMPSON,
L. M. BROYLES,
J. T. RILEY,
GEO. S. GREEN.

At the meeting of the Board in November, Dr. W. F. McDowell, Educational Secretary Methodist Episcopal Church, and Dr. J. D. Hammond, Educational Secretary of the Methodist Church, South, were invited to submit nominations for the presidency of Epworth University. and at the same meeting an agreement was reached with Mr. C. M. Strong, representing the United States Weather Bureau, whereby the Weather Bureau agreed to erect its meteorological observatory on a site on the University campus ceded by the University to the Government for that purpose.

On April 22, 1904, Professor R. B. McSwain, of the Southwestern University, Georgetown, Texas. whose name was one of those presented by the Educational Secretaries in accordance with the request above referred to, was elected as President of the University. On July 6, 1904, the faculty was elected for the first session and the date of opening was set for September 7, 1904.

LOCATION.

Oklahoma City, the geographical center, and the commercial metropolis of the twin Territories, is the logical place for a school to be patronized by the Territories in common. Here the great trunk lines of railway center. By the unity of purpose and the enterprising public spirit of its citizens, Oklahoma City is unusually well fitted for the building up of a strong college.

In the early part of the last century it was frequently held that a small country town was the best place for the location of a great university. Perhaps to-day it is generally conceded that in the suburbs of a large city is the ideal location for an institution of learning.

The location of the University, in the most desirable suburb of the city, with all the freedom of the country, but closely connected with the business center of town by a splendid electric street car service, is all that could be desired. The University is sufficiently removed to render contact with the vices of the city unnecessary, being about two and one-half miles from the business center of the town. With the Metropolitan Street Railway coming to the very entrance of the campus, there is easy and prompt connection with all parts of the city.

There has already gathered about the University a good nucleus for a university community.

The campus is perhaps the finest piece of ground for such a purpose to be found in the West. It is elevated and the soil lends itself readily to the purposes of the landscape gardener.

GROUNDS AND BUILDINGS.

The campus of Epworth University includes fifty-two acres immediately upon the Metropolitan Street Railway, about two and one-half miles northwest from the business center of the city. Plans are in mind for beautifying the campus by the setting out of shade trees, laying off walks and drives, planting flower beds and preparing athletic fields.

The one building which has already been completed has four stories in all counting the basement and the half-story, which is sufficiently well finished to be used as a drill room for the gymnasium class. There are thirty-five well-finished rooms in the building, including an auditorium with a seating capacity of over five hundred. This building will be devoted entirely to offices, recitation rooms, laboratories, libraries, etc.

A second building will be completed by the opening of school. This smaller building will be used as a power house furnishing the heat and water for all the University buildings.

There will also be located on the campus the building of the United States Weather Bureau. Although this building belongs to the United States government its advantages will be open to those students of Epworth University who are ready for the instruction there offered.

AIMS.

Epworth University is founded in full view of the fact that there is no room to-day for the second rate school. The trustees have delayed the opening until they were sure that a first-class institution could be organized. It has been the purpose of the management to make the school second to none anywhere in the thoroughness of the work that it does. Of course, there are richer institutions with more buildings and equipment and larger endowment which draw

from broader fields. It is not the purpose of Epworth University to attempt to equal these, but even a new school drawing merely on the two Territories may set before it the very highest and best ideals. This Epworth University has done. Broad patriotism, practical helpfulness, thorough scholarship and religious activity are the characteristics for which it is striving.

The spirit of Christian co-operation was one of the distinguishing marks of the closing years of the nineteenth century. Why should two great denominations such as the Methodist Episcopal Church and the Methodist Episcopal Church, South, not learn to work together? If co-operation is practicable anywhere it is in the twin Territories, where people from every section meet, and prejudices have to be laid aside. It is a matter of congratulation that such uniform harmony has prevailed among the representatives of the two churches in the organization of the school.

It is our earnest hope that the success of this school may be made an added proof of the fact that the greatest success does not come from strife or faction, but from the principle of brotherly love.

In its relation to the Church, Epworth University does not intend to be always merely helped by the Church, but trusts that its general relation to the Church may be marked by help from the University realized by the church. It is the plan to secure, as soon as possible, considerable funds with which the struggling boys and girls may be helped to gain an education.

In scholarship, Epworth University intends to accept no lower standard than the very best. No work will be attempted beyond the ordinary college courses for the bachelor's and master's degree, but for this work we are determined that in the character of faculty and the equipment we shall have the very best. The equipment is new, being recently purchased, up to date and chosen in view of the special needs of our students. The character of the faculty may be seen from their records as stated in the notes on the faculty.

Devout religious spirit is not a matter that can be gained by mechanical process, nor is it a thing to be proclaimed upon the housetops, but it is the earnest desire of the trustees and of the faculty to make of Epworth University a spiritual center from which there may go forth young men and young women with deeper consecration, purer ideals and with stronger faith in God. It cannot yet be seen what influence Epworth University is to have on the religious life of the two territories, but it is hoped that all of our friends will join us in the prayer that in this respect it may not be unlike the influence of the University of Halle on the German church in the eighteenth century.

DEPARTMENTS.

The following departments have been organized:

- I. The College.
- II. The Medical Department.
- III. The School of Fine Arts.
- IV. The Academy.

THE COLLEGE.

THE FACULTY.

- ROBERT B. McSWAIN, M. A.,
President and Professor of Biblical Literature.
- BENJAMIN M. DRAKE, M. A., PH. D.,
Professor of English.
- R. C. CLARK, M. A.,
Professor of History and Social Science.
- R. C. FLICKINGER, M. A., Ph. D.,
Professor of Latin and Greek.
- JOHN N. JAMES, A. B.,
Professor of Mathematics.
- L. D. ARNETT, Ph. D.,
Professor of Philosophy and Education.
- GEORGE C. JONES, A. M., LL. D.
Professor of Chemistry.
- HOMER M. DERR, M. A., Ph. D.,
Professor of Physics.
- W. E. ALLEN, M. A.,
Professor of Biology.
- SIBYL DUNN, A. B.,
Professor of German.
- HENRY LeDAUM, M. A.,
Professor of Romance Languages.
- C. M. STRONG,
Instructor in Meteorology.
- ROY L. CRAYCRAFT, B. S.
Instructor in Bookkeeping and Stenography.

ADMISSION TO COLLEGE.

Students are admitted to the college either by examination or by certificate. The examinations are written. Two classes of certificates are accepted.

(a) First grade teachers' certificates are accepted in lieu of examination in the subjects covered by them for admission to the freshman class.

(b) Certificates from affiliated high schools are accepted in lieu of examination, but no certificate will be accepted from schools not affiliated.

In order to secure affiliation with Epworth University formal application must be made. Careful investigation is made in each case, covering the course of study, training and experience of the instructors, library and other equipment, methods used, thoroughness of the requirements in scholarship, etc.

As a provisional arrangement, certificates will be accepted the first year from schools affiliated with reputable universities and colleges, even where the Epworth University authorities have not had the opportunity of making a careful investigation of their own.

Technical students are admitted in exceptional cases even when they cannot meet the ordinary requirements for admission, but they must be of mature age (not less than twenty years) and must give proof of adequate preparation for the courses sought.

Such students must present to the Registrar at the time of registration a written statement from each of the professors in whose classes registration is desired, certifying to adequate preparation for the courses sought and the written approval of the President.

All other students must present to the Registrar at the time of registration either a certificate from a correlated, affiliated, or approved school, or a first grade teachers' cer-

tificate, or a statement from the college professors in English, history and mathematics, certifying that the entrance examinations in these subjects have been satisfactorily passed.

No student under fifteen years will be admitted to the college.

Students coming from other schools must present certificates of honorable dismissal.

As preparation for admission four years' of high school work is expected. For admission without condition 75 points or year hours are demanded.

By a year hour is meant a recitation of forty-five minutes each week for one school year. These 75 points are distributed as follows:

For admission as a candidate for the A. B. degree: English, 15 points; mathematics, 15 points; history, 5 points; Greek, 10 points; Latin, 20 points; elective, 10 points.

For admission as a candidate for the Ph. B. degree: English, 15 points; mathematics, 15 points; history, 5 points; modern language, 5 points; Latin, 20 points; elective, 15 points.

For admission as a candidate for the B. S. degree: English, 15 points; mathematics, 15 points; history, 5 points; modern language, 10 points; elective, 30 points.

It will be seen that 35 points in the entrance work required, English 15, mathematics 15 and history 5, are the same for all courses. The character of the other points depends upon the course to which admission is sought. Students who satisfy the entrance requirements in English, mathematics and history, and who offer a total of at least 48 points in entrance work are permitted to enter the college conditioned in any of the other work, but must make immediate arrangements to remove the conditions.

The entrance work required of all is as follows:

(1) *English*—Higher Grammar, Elementary Rhetoric and Parallel Reading with Study and Practice, 15 points.

(2) *History*—General History (this may be substituted

by any of the courses in history enumerated below), 5 points.

(3) *Mathematics*—High school Arithmetic, Advanced Algebra, Plane Geometry, 15 points.

Enough of the following subjects must also be selected to make a total of 75 points:

(4) Latin.

(a) Beginner's Book, 5 points. (Not counted unless College work is done in Latin.)

(b) Caesar, four books with composition, 5 points.

(c) Cicero, six orations with composition, 5 points.

(d) Vergil, six books, 5 points.

(5) Greek

(a) First year's work, including one book of Anabasis, 5 points.

(b) Anabasis through fourth book and three books of Homer, 5 points.

(6) German.

(7) French.

(8) Advanced Mathematics.

(9) Physiography.

(10) General Biology.

(11) Physiology.

(12) Botany.

(13) Zoology.

(14) Geology.

(15) Elementary Astronomy.

(16) Physics.

(17) Chemistry.

(18) Manual Training.

(19) Drawing.

(20) History (ancient, mediaeval, modern, English or American).

(21) Elementary Economics.

(22) Elementary Pedagogy.

(23) Biblical Literature.

(24) Music.

The number of points allowed for each of these subjects will be determined by the quantity and quality of the

work done. For exact statement of amount of credit to be allowed in each case preliminary correspondence is advised.

Those who desire to offer as entrance work subjects taught in the elementary college courses (e. g. Chemistry, Physics, etc.) may meet the requirements by taking these courses in the college, substituting three hours of college work for five points in entrance requirements. Courses so taken cannot be counted toward graduation.

The requirements in detail in the several subjects are as follows:

English.

1. Higher English Grammar.
2. Elements of Rhetoric and weekly written compositions.
3. English Literature, including the special study of some works and the reading of others, as laid down in the requirements of the Southern and other associations of schools and colleges in the United States, as follows:

(a) *Reading*—A certain number of books will be set for reading. The candidate will be required to present evidence of a general knowledge of the subject matter, and to answer simple questions on the lives of the authors. The form of examination will usually be the writing of a paragraph or two on each of several topics, to be chosen by the candidate from a considerable number—perhaps ten or fifteen—set before him in the examination paper. The treatment of these topics is designed to test the candidate's power of clear and accurate expression, and will call for only a general knowledge of the substance of the books. The candidate is expected to read intelligently all the books prescribed. He is expected not to know them minutely, but to have fresh in mind their most important parts. In every case knowledge of the book will be regarded as less important than the ability to write good English. In preparation for this part of the requirement it is important that the candidate shall have been instructed in the fundamental principles of rhetoric.

In 1904 and 1905 the topics will be drawn from the following works: Shakespeare's *The Merchant of Venice* and *Julius Caesar*; the *Sir Roger de Coverly Papers* in the *Spectator*; Goldsmith's *The Vicar of Wakefield*; Coleridge's *The Ancient Mariner*; Scott's *Ivanhoe*; Carlyle's *Essay on Burns*; Tennyson's *Princess*; Lowell's *Vision of Sir Launfal*; George Eliot's *Silas Marner*.

In 1906, 1907 and 1908 the topics will be drawn from the following works: Shakespeare's *Macbeth* and *The Merchant of Venice*; *The Sir Roger de Coverly Papers* in the *Spectator*; Irving's *Life of Goldsmith*; Coleridge's *The Ancient Mariner*; Scott's *Ivanhoe* and *The Lady of the Lake*; Tennyson's *Gareth and Lynette*, *Lancelot and Elaine*, *The Passing of Arthur*; Lowell's *The Vision of Sir Launfal*; George Eliot's *Silas Marner*.

(b) *Study and Practice*—This part of the examination presupposes the thorough study of each of the works named below. The examination will be upon subject matter, form and structure. In addition, the candidate may be required to answer questions involving the essentials of English grammar and questions on the leading facts in those periods of English literary history to which the prescribed works belong.

The books prescribed for this part of the examination in 1904 and 1905 are: Shakespeare's *Macbeth*; Milton's *Lycidas*, *Comus*, *L'Allegro* and *Il Penseroso*; Burke's *Speech on Conciliation with America*; Macaulay's *Essays on Milton and Addison*.

The books prescribed for this part of the examination in 1906, 1907 and 1908 are: Shakespeare's *Julius Caesar*; Milton's *L'Allegro*, *Il. Penseroso*, *Comus* and *Lycidas*; Burke's *Speech on Conciliation With America*; Macaulay's *Essay on Milton* and *Life of Johnson*.

NOTE—No candidate will be accepted in English whose work is notably defective in point of spelling, punctuation, idiom or division into paragraphs.

Latin.

The preparatory work in Latin involves a study of the language during four years, as follows: (1) some standard beginner's book in Latin, (2) four books of Caesar's Commentaries, (3) six orations of Cicero, and (4) six books of Vergil's Aeneid. Latin prose composition should accompany at least (2) and (3.)

Greek.

The preparatory work in Greek calls for a study of the language during two years. When an elementary book as short as White's is used, it ought to be possible to devote a large portion of the second year to Homer, as follows: (1) White's First Greek Book (or an equivalent) and Xenophon's Anabasis (book 1) and (2) Xenophon (books II-IV) and Homer's Iliad (about 1400 lines, i. e. books I-III, omitting the Catalogue of the Ships). However, a longer elementary book without any Homer will be accepted.

Physics.

The equivalent of one year's work in the high school, taoin etao in etao in etao in shrdlu shrdlu cmfwyp including both laboratory and text-book work. It is preferred that at least one-half the time be given to laboratory work in which the students perform individually such experiments as are described in the better class of laboratory manuals, of which Hall and Bergen's Physics may be named as an example. Accurate notes of the laboratory work should be kept, and the text-book study should cover the ground of some modern text.

Mathematics.

Algebra. Algebra through quadratics. In particular knowledge of the following limited field of operations, applied to numbers and literal expressions, together with considerable skill in solving examples.

The four fundamental operations:

Factoring.

Common factors and common multiples by factorization.

Fractions, simple and complex.

Linear equations, one unknown, several unknowns.

Radicals.

Involution.

Involution by the binominal formulas where the exponent is positive and integral.

Extraction of square roots.

Exponents, positive, negative, integral and fractional.

Quadratic equations.

Geometry. Plane geometry as usually given, say in *Beman* and *Smith* or *Holgate*. In particular, general properties of plane, rectilinear figures. the circle and measurements of singles, similar polygous, areas, regular polygous and the measurement of the circle, solution of exercises, including loci problems, applications to measurement.

Fuller statement of the character of the entrance work demanded in the other subjects will appear in later bulletins.

ADMISSION TO ADVANCED STANDING IN COLLEGE.

Students will be admitted to advanced standing upon examination or the presentation of proper certificates from colleges of approved standing.

Students from other colleges must present a full statement of the amount and character of work done, with official letters of honorable dismissal.

Candidates for degrees will not be admitted to the Senior Class after the beginning of the First Term.

REQUIREMENTS FOR DEGREES.

The degrees conferred by the College are: *Bachelor of Arts, Bachelor of Philosophy, Bachelor of Science, Master of Arts and Master of Science.*

Four years of college work, with fifteen recitations per week are required for the Bachelor's degree. One year of post-graduate work is required for the Master's degree.

The work prescribed for the A.B. degree includes the classical languages. The work for the B.S. degree is largely scientific. For the Ph.B. degree classical and modern literatures are combined.

Of the sixty hours required for the A. B. degree, it is prescribed that there shall be six hours of English, six hours of Latin, six hours of Greek, three hours elected in some language or literature; six hours are prescribed in mathematics; six hours are prescribed in science, which must include some biology and some physics or chemistry; nine hours are prescribed in history, social science, philosophy and biblical literature; the remaining eighteen hours may be elected from any of the courses offered in the College.

Of the sixty hours required for the B. S. degree there are prescribed six hours of English, six hours of modern language and three to be elected from some language of literature; six hours are prescribed in mathematics; twelve hours are prescribed in science, of which six hours must be in physics and chemistry, three hours must be in biology, while the other six hours of science may be freely elected from any of the scientific courses; nine hours are prescribed in history, social science, philosophy and biblical literature; the remaining fifteen hours may be elected freely from any of the courses offered in the College.

For the Ph. B. degree the requirements are the same

as for the A. B. degree, except that some other language may be substituted for the Greek.

Courses in music and art and elocution under certain restrictions are credited as elective work toward any of the above degrees.

A full statement of the requirements for the degree of Master of Arts and for the degree of Master of Science will be furnished upon application.

COURSES OF INSTRUCTION.

Philosophy.

PROFESSOR ARNETT.

I. *Introductory Course.* (a) *General Psychology.* This course will embrace a study of sensation, perception, memory, emotions, consciousness and the various manifestations of psychic life. A general survey of the nervous system with relation to mental functions. The work will be based on James' *Psychology* (briefer course) and Miss Calkin's *Introduction to Psychology*. Lecture and recitation work.

(b) *Logic.* An outline survey of the subjects of inductive and deductive logic is presented. It includes a study of the concept, judgment and reasoning. Forms of the syllogism; fallacies in reasoning; exercises in forms of thought and criticisms. The work will be based on *Lessons in Logic* Jevons.

Lecture and recitation.

(c) *Ethics.* The principles of ethical theory and their application to practical life. The various problems of moral obligation; conscience; the will; virtue; moral law and the history of ethical theories will be considered, including their relations to society and religion. The work will be based on Mackenzie's *Manual of Ethics*. Lecture and recitation.

5 hours.

II. *History of Philosophy.* (a) *Greek Philosophy.* The shaping and development of philosophical ideas. The early cosmologists. Rise and development of idealism. Especial emphasis is placed on the works of Plato and Aristotle. Other schools of Greek philosophers.

(b) *Mediaeval Philosophy.* A study of the growth and changes in philosophical ideas to the time of Kant.

(c) *Modern Movements in Philosophy.* Beginning with Kant the philosophical systems of the more recent writers will be studied. This course is also intended to serve as an introduction to the present problems of philosophy.

The work will be based on Weber and Windelband's *Histories of Philosophy*. Open to senior and graduate students. 3 hours.

III. (a) *Analytic Psychology.* This course is intended to give a more thorough and detailed study of the subject of psychology. Lecture, recitation and reports.

Based on James' *Outlines of Psychology*.

(b) *Comparative Psychology.* Embracing a study of mind mental phenomena as it is manifested in different forms of animal life. The theory of the evolution of mind is considered with reference to the development of the nervous system. A few type forms will be studied.

(c) *Experimental Psychology.* A careful study of the mental states from the introspective and experimental points of view. The work will include studies in sensation; perception; apperception; imagery; association and suggestion. Reactions and individual differences in ability will be considered. The work will be based on Titchener's *Experimental Psychology*. (This course may be taken in preference to III b.)

(d) *Theory of Knowledge.* A study of the theory of knowledge as presented in the writings of Locke, Des Cartes, Hume, Berkeley and Kant. Present ideas. Lectures and assigned readings. 2 hours.

Education.

PROFESSOR ARNETT.

I. (a) *School Organization.* A study of the problems relative to the government of the school. The curriculum. A study of the work of the grades; the more recent literature for the improvement of the grades; the high school; general supervision. This course aims to cover the

more important problems relative to school supervision. Lecture and class room work.

(b) *General Method*. Embracing the theory of teaching. The development of the concept and forms of thought; the teaching arts; outlines of lessons. The various branches will be considered and the best method of presentation. Lectures, text and assigned readings. 5 hours.

(c) *History of Education*. A survey of educational movements. This course begins with a study of the early attempts at education and traces the growth and development of educational methods and ideas to the present time. Special emphasis is placed on the great educational movements and their causes. Lectures, text and classroom discussion. 5 hours.

II. (a) *Educational Classics*. Selections from the writings of Plato, Quintilian, Locke, Rousseau and Spencer. This course presupposes I c.

(b) *Psychology of Childhood and Adolescence*—The mental and physical development of the child is studied. Its emotional nature considered, development of the will; interest; play activity; nascent periods; imitation and the social nature of childhood. Course I under philosophy is a prerequisite for this work. Lecture, text and assigned reading. 3 hours.

(c) *Philosophy of Education*. A brief study is given to the meaning of education. The results of investigations in biology, physiology, psychology, sociology and philosophy will be interpreted in their relation to education.

Lectures, text and assigned reading. 3 hours.

Historical and Social Science.

PROFESSOR CLARK.

The work of this department is designed to give a general knowledge of European and American history and of the several subjects included under the general designation of social science, as well as to afford opportunity for especial

investigation in more detailed fields of study. The first five courses are so planned as to afford a systematic view of the general field of history, sociology, economics and politics. Courses VI to XI are designed to give more detailed knowledge of the subjects begun in the preliminary courses. They are open to undergraduates who have taken the prerequisite courses.

It is the aim of the department to afford constant reference to the primary sources of knowledge on the subjects, to the principles of historic criticism and to the proper estimation and use of the leading secondary authorities. Students who expect later in life to enter the ministry or the professions of law or journalism or to engage in business or politics can readily elect courses that will be of practical assistance, for throughout the work, while economic and political theories are not neglected, the effort is to make the courses of much direct practical value to students about to enter active life as citizens.

I. *European History*. A general course in the history of continental Europe, covering the medieval and modern periods from the time of the barbarian invasions to the present day. Text books, lectures and collateral reading. Throughout the year. 3 hours.

II. *Ancient History*. A general outline of Oriental history, followed by a more particular study of the history of Greece and Rome. This course is especially recommended for those who wish to teach history or who may expect to take the greater part of their work in the subject. Elective by divisions.

(a) History of Oriental nations and Greece. Fall term.

(b) Roman history. From earliest times to the fall of the Western empire. Winter and spring terms. 2 hours.

III. *American History*. A systematic view of the general history of the United States, with emphasis upon the political history. Lectures, topical reports and text books. Not open to first year students. Elective by divisions.

(a) The period of discovery and colonization. 1492-1755. Fall term.

(b) From the formation of the Union to the close of the war of 1812. 1755-1812. Winter term.

(c) From the war of 1812 to the present day. Spring term. 3 hours.

IV. *English History*. A general survey of the whole field of English history from the earliest times to the present day. Lectures on the national development foreign relations and commercial expansion of England, with text books. Throughout the year. 2 hours.

V. *Elementary Social and Political Science*. This course is designed to acquaint the student with the elementary principles of sociology, social and political economy and political science. Prerequisite to courses VII., VIII and X. Not open to first year students. Throughout the year. 2 hours

VI. *History of English Institutions*. A study of the development of the English constitution. Open to students who have taken courses I and IV. Throughout the year. 2 hours.

VII. *Civil Government in the United States*. A study of federal, state and local governments, with especial reference to their practical workings, and a comparative study of foreign governments. Fall term. 3 hours.

VIII. *Public Finance*. A study of the theory, practice and history of taxation, financial administration and methods of state and local taxation. Winter term. 3 hours.

IX. *Methods of Teaching History and Civics*, with especial reference to the work of secondary schools. Spring term. 1 hour.

X. *Economic History of England and the United States*. Lectures, text books and collateral reading. Spring term. 3 hours.

XI. *Seminary Course in American History and Politics*. During the session of 1904-05 the class will study the history and methods of territorial governments, with special

reference to the trans-Mississippi commonwealths. Open to seniors of suitable preparation. Throughout the year. Two hours credit.

Latin.

PROFESSOR FLICKINGER.

The preparatory work in Greek and Latin should give students thorough control of the more frequent difficulties presented by forms, constructions and vocabulary. Consequently, in the college courses undivided attention may be directed to the higher aims of linguistic study. Sufficient time will be given to the consideration of classical art, history, literature, mythology, customs, etc., so that a well rounded notion of ancient life may be obtained. Prime emphasis, however, will be put upon appreciation of the beauty of what is read and upon accurate translation into elegant and idiomatic English. Most of the courses will be accompanied by lectures by the instructor and by reports upon special topics which have been assigned to individual students. Additional courses will be offered as need arises. All who are preparing to teach Latin are urged to take as much Greek as possible.

I (a) Livy (books I, XXI and XXII), (b) Cicero (De Senectute) and Terence (Phormio) and (c) Horace (Odes).

Course I is designed to acquaint the student with masterpieces in diverse fields of Latin literature. In (a) and (c) selections will be read from the authors indicated, and lectures on Roman historiography will be given. A study of literary history will accompany (b) and (c). 3 hours.

II (a) Lucretius (De Rerum Natura, books I-III), (b) Catullus and Propertius, and (c) Martial.

Course II will be given up to the study of Roman poetry. Characteristic passages from the authors named will be read. Though some attention will be given philosophical matters in (a), greater emphasis will be laid upon the literary side of the study. 3 hours.

III (a) Tacitus (Agricola and Germania), (b) Suetonius (Lives of the Caesars), and (c) Epistolary Latin (Cicero and Pliny).

Course III will be devoted to a study of Latin prose writers. Tacitus's treatises will be read entire, together with selections from Suetonius. In connection with the reading there will be lectures and reports on the rise of biography as a literary form in Greek and Latin and its treatment by different authors. The letters selected for reading in (c) will give an insight into Roman life at important periods as viewed by its leading citizens. 3 hours.

Greek.

PROFESSOR FLICKINGER.

I (a) Lysias (selected orations), (b) Homer (Odyssey) and (c) Plato (Euthyphro and Apology.)

Course I offers a broad survey of Greek literature. In connection with (a) will be lectures on Attic oratory and in connection with (c) on Athens in the time of Socrates. From nine to twelve books of the Odessey will be read. 3 hours.

II. (a) Herodotus (books VI and VII), (b) Demosthenes (De Corona) and selections from the New Testament, and (c) Plutarch (Life of Themistocles).

Course II deals with some of the impotrant Greek prose writers. The historical bearing of the subject matter will receive emphasis. Lectures and reports on Attic oratory and on biographical literature (cf. Latin III) will accompany (b) and (c). 3 hours.

III (a) Aeschylus (Persians), (b) Euripides (Medea) and (c) Aristophanes (Clouds).

Course III will be devoted to the Greek drama. Three plays will be read in class. The more important points in connection with dramatic history and the presentation of plays at Athens will be brought out in lectures and special reports. 3 hours.

Biology.

PROFESSOR ALLEN.

The courses offered in this department are intended to meet all ordinary requirements of students taking them for either general culture or with intent to later specialization. They give a general knowledge of life from simplest to most complex forms. They form a foundation for graduate work in Physiology, Zoology, Botany, Psychology and Medicine. The earnest student will be qualified by this work to teach Biological Sciences in secondary schools. Organic structure and functions and structural relation are investigated and the student led to correct methods of observing and interpreting natural phenomena. The Biological problems still unsolved are unlimited in number and extent; hence the ambitious student has grand opportunities before him. In all courses students are taught to rely on themselves in preparing material and writing up their descriptions. In all the laboratory courses neatness and accuracy will be insisted on, and standings will be based on dissections, drawings and notes as well as recitations and examinations.

The Laboratory equipment is of the very best, all new and strictly up to date. The microtomes, miscoscopes, dissecting microscopes and all laboratory accessories are selected with great care for the particular needs of these courses.

In order to cover cost of laboratory supplies, a laboratory fee will be charged, according to custom. This fee will be \$1.50 per term in all courses, unless stated otherwise in description of course. Each student will be obliged to provide himself with dissecting set, note book and drawing paper and pencil. The professor should be consulted before purchasing any supplies.

I. *General Biology.* An elementary course in the principles of Biology and its study by the Laboratory method. The study is progressive from unicellular organisms to the more complex animals and plants. Lectures and laboratory. Fall term. 4 hours.

III. *Botany.*

(a) *General Botany.* Mainly an elementary study of plant anatomy, histology and physiology. Practice in Botanical Laboratory Methods and in Microscopical technique. Fall Term

(b) *General Botany.* Continuation of (a) with special attention to definite plant types from Protophyta upward. Winter Term.

(c) *Systematic Botany.* Instruction and practice in collecting, identifying, labeling and describing various species of the local flora. Spring Term.

3 hours.

IV. *Zoology.*

(a) *General Zoology.* A careful study of the anatomy, form and relationships of animal life. Characteristic specimens of the different groups or phyla will be studied in detail. Winter term.

(b) *General Zoology.* Continuation of course (a) with the vertebrate forms of animal life. Spring term.

3 hours.

V (a) *Histology.* Study of microscopic anatomy of animal tissues mainly from the vertebrates. Each student will be required to prepare a set of slides illustrating both the tissues studied and the necessary laboratory technique. Winter term.

(b) *Entomology.* A general study of insect structure, metamorphosis and distribution, with especial attention to forms of economic importance. Practice in collecting, preserving and cultivating insect life. Spring term.

Biblical Literature.

PROFESSOR MCSWAIN.

I. *English Bible*—The purpose of this course is to give a general knowledge of the origin and contents of the books of the Bible, with special training in the study of selected parts. In 1904-1905 special attention will be given

to the Pentateuch in the light of modern discoveries, religious contents of the Psalter, and the life of Christ. 3 hours.

II. *New Testament Greek*—Reading and interpretation of the New Testament for the purpose of securing the constant and intelligent use of the Greek text in private reading. Word lists are memorized and much sight reading is done. The class uses Westcott and Hort's text, Hickie's *Lexicon*, Burton's *Moods and Tenses*, with references to Thayer's *Lexicon*, Buttmann's, Winer's and Blass' *Grammars*, and some of the standard commentaries. Textual Criticism and other matters of general introduction are treated in informal lectures. 3 hours.

III. *Elementary Hebrew*—Harper's Text-Books, with further reading from easier parts of the Old Testament. 3 hours.

IV. *Biblical Theology*—(a) The teachings of Jesus, with introductory work in interpreting the discourses in the gospels.

(b) The teaching of the Hebrew prophets, with special reference to the religious, social and political conditions of their times.

(c) The development of the Messianic conception in the Hebrew and early Christian thought. 3 hours.

V. (a) *The Pentateuch*—The general origin and contents of the five books of Moses, with special work in interpreting selected portions.

(b) *The Gospel of John*—A general study of the Gospel—introduction, interpretation, teachings, etc.

(c) *The Apocrypha*—A general survey of the extra-canonical literature of the later Jewish and early Christian periods, and a special study of apocalyptic as a literary type. 3 hours.

VI. (a) *Hebrew History*—For 1904-1905 the Assyrian and Babylonian periods will be selected. The attempt will be made to gain a sound method of historical construction and to secure command over all the materials accessible including the contemporary prophets and the cuneiform inscriptions in translation.

(b) *The Apostolic Age*—The history of the origin and spread of the early Christian church, as derived from the New Testament literature, especially the contemporary epistles and from all other available sources.

(c) *Church History*—An outline survey of the history of the church. 3 hours.

VII. (a) *Comparative Religion*—The class will study Menzies' *History of Religion*, and one of the non-Christian systems will be assigned to each member of the class for special investigation. In each case mastery of one standard monograph and acquaintance with a part at least of the sacred writings of the religion assigned will be expected. The results of such investigations will be presented to the class.

(b) *Protestant Missions*—The work will be based on Warneck's *History of Protestant Missions* and Beach's *Geography and Atlas of Protestant Missions*. Special attention will be paid to methods of missionary work and the attempt will be made to gain some notion of the social and religious significance of the Modern Missionary Movement for the future of mankind.

(c) *The Philosophy of Religion and Christian Evidences*—In this course the attempt will be made to secure some adequate conception of the significance of the religious instinct in humanity and to investigate what basis in reality there is for the claim of Christianity to be the supreme and final religion. 3 hours.

VIII. *Methods of Religious Work*—A practical study of the principle underlying individual and organized effort for the religious betterment of mankind. Seeking a rational basis in the Psychology of Religion, this course intends from this point of view to offer in its most practical aspect training for particular phases of religious endeavor. In 1904-1905 especial consideration will be given to the Sunday School and to individual work in leading men to faith in Christ.

Music.

PROFESSOR MERRILL, PROFESSOR GRAY, AND MISS O'CONNOR.

The courses in Music given below are open as electives to all college students who show sufficient musical ability and preparation to pursue them with profit. No student will be allowed to register for the courses in Music for credit as college work, except on the recommendation of the Professor in charge. Courses can be so taken only by members of the Sophomore, Junior or Senior classes. Credit will not be given in Courses II., III., or IV., unless Course I has been satisfactorily completed.

I. (a) *Harmony*—Some proficiency in playing on some musical instrument is a prerequisite for this course.

(b) *History of Music*—This course includes the general outlines of Ancient and Modern Musical History, with analysis of the works of the great masters. 2 hours.

II. *Pianoforte (Advanced)*—No one will be admitted to this course who is not capable of artistic work in musical interpretation. 2 hours.

III. *Voice Culture (Advanced)*—The same prerequisites as in Course II. are demanded for this course, including previous study both in Piano and Voice. 2 hours.

IV. *Violin (Advanced)*—The same prerequisites as Course II., including previous study both in Piano and Violin. 2 hours.

For other courses in Music, see under School of Fine Arts.

English.

PROFESSOR DRAKE.

The work in rhetoric is conducted by the careful examination of the best literary models and the assignment of themes in connection with the study of the literature. These themes, while they give the pupils some practice in writing and speaking correct and forcible English, serve also as reviews and reports upon the subject matter of the masterpieces that are used as texts.

In the study of literature the constant aim is to bring the student into vitalizing contact with the thought and life of men of genius, as well as to give him correct literary standards and scholarly methods of study.

The following outline of courses will serve to give a more definite idea of the work attempted:

I. *Nineteenth Century.* (a) Prose of Macaulay, Carlyle, Ruskin and Arnold. (b) Poetry of Keats, Shelley, Wordsworth and Tennyson. (c) American Literature: Emerson, Lowell, Longfellow, Poe and Lanier.

II. (a) *Shakespeare.* (b) *Milton* (c) *Browning.*

III. *Shakespeare.*

IV. (a) *Anglo-Saxon...* (b) *Anglo-Saxon.* (c) *Chaucer.*

Fuller statements in description of these courses will appear in subsequent issues of the Bulletin.

I. *Literature of the Nineteenth Century.*

(a) Some representative prose will be taken up and both its form and contents carefully studied. The essayists, Macaulay, Carlyle, Ruskin will furnish the principal material for this course, but selections from other types of prose will probably also find a place in it. Special attention will be given to theme writing in connection with the course.

(b) Some of the best poetry of the 19th Century will occupy the class. Selections from Keats, Shelley, Wordsworth, Tennyson, Browning will be read in such a way as to secure an intelligent appreciation of them. The theme work will be continued.

(c) A study similar to the above will be made of some of the best specimens of American Literature, words of Emerson, Longfellow, Poe and Lanier being used. The theme work will continue. 3 hours.

II. *Shakespeare, Milton and Browning.*

(a) A brief study of Shakespeare, a few of the more popular plays being read and discussed. This is intended as a preparation for the more extensive course of the third year.

(b) In the second term many of the shorter poems of Milton will be read and some select passages from the *Paradise Lost*.

(c) The third term's work will be in Browning, covering a large number of his best short poems and one of the longer poems. 3 hours.

III. *Shakespeare*.

All of the plays will be read privately or in class and some study will be made of the spirit of the Elizabethan age as it is exhibited in the plays of Shakespeare and from other sources. 3 hours.

IV. *Old and Middle English*.

Two terms will be devoted to the study of Anglo-Saxon in which Smith's *Beginner's Book* will be used. The third term will be devoted to the study of Chaucer. An outline of the history of the literature will also be studied. 3 hours.

Mathematics.

PROFESSOR JAMES.

I (a) *College Algebra*. Review of quadratics, arithmetic and geometric progressions, permutations and combinations, logarithms, determinants, simultaneous equations, graphs, approximation to roots of equations, Horner's method. Text-book, Wentworth's *College Algebra*.

(b) *Trigonometry*. Trigonometric ratios, functions of one and two angles, solution of equations, solution of plane triangle, solution of right spherical triangle. Text, Crockett's *Trigonometry*.

(c) *Solid Geometry*. Lines and planes in space, prisms and pyramids, cylinders and cones, the sphere. Text, Holgate's *Elementary Geometry, Plane and Solid*. 3 hours.

II (a) *Analytical Geometry*. The point, the locus of an equation, the equation of a locus, the straight line, transformation of coordinates, the circle. Text, Tanner and Allen's *Analytic Geometry*.

(b) *Analytic Geometry*. The conic sections, tangents, normals, polars, diameters, higher plane curves. Text, Tanner and Allen.

(c) *Calculus*. Algebraic notions, infinitesimals, derivatives, differentiation, maxima and minima, points of inflection, change of variable, simple integrations, applications, Text, *First Course in Infinitesimal Calculus*. D. A. Murray.
3 hours.

III (a) *Calculus*. Integration of irrational and trigonometric functions, approximate integration, applications, curve tracing, series, Taylor's theorem, differential equations of the first order. Text, Murray.
3 hours.

(b) *Differential Equations*. Equations of the first order, singular solutions, applications to geometry and physics, linear equations, exact differential equations, series, equations of the second order. Text, *Introductory Course in Differential Equations*. D. A. Murray.

(c) *Mechanics*. Linear, plane, spherical and screw motions, vectors, velocity, acceleration, rotation, composition of velocities, applications. Text, *Elements of Theoretical Mechanics*. A. Ziwet.
3 hours.

IV (a) *Mechanics*. Dynamics, mass, density, moments, centroids, momentum, force, energy, statics of a particle, concurrent and parallel forces, couples. Text, Ziwet.

(b) *Solid Analytic Geometry*. Coordinates, the plane, surfaces of second degree, sphere, ellipsoid, diametrical planes, sections, generating lines, confocal conicoids, surfaces in general. Text, Smith's *Elementary Treatise on Solid Geometry*.
3 hours.

V *Theory of Errors*. Problems in probabilities, errors, means, curve of error, least squares, adjustment of observations, precision of observations, computation of precision measures. Text, *Method of Least Squares*. D. P. Bartlett.
3 hours.

VI *Concrete Geometry*. Teachers' course. Discussion of the problem of introduction to demonstrative geometry. Material and means at the disposal of the teacher.
2 hours.

Physics.

PROFESSOR DERR.

I *Elementary Physics*. This course is substantially equivalent to the Elementary Physical Science of the requirements for admission. It is open to students who have not passed in this requirement or taken any course in Experimental Physics.

The object of this course is to enable every student to obtain practical acquaintance with laboratory methods of work, and with those elementary facts and laws which are the foundation of the science of Physics. It is for those who have done little or no laboratory work in Physics before coming to College, and is the natural introduction to Course II. The book used is Hall and Bergen's *Text-book of Physics*. Three hours lectures and recitations and two laboratory periods per week throughout the year.

5 hours.

II *General Physics*. Properties of Matter, Mechanics, Heat, Sound, Light, Magnetism and Electricity. This course is intended for those who wish to become acquainted with a wide range of physical phenomena and with the means for exhibiting and applying such phenomena. It is open to students who have taken Course I or who have passed in Elementary Physical Science of the requirements for admission, but may be taken by others who satisfy the instructor of their fitness to profit by the course. *Ganot's Physics* translated by E. Atkinson will be used as a text-book. Throughout the year.

3 hours.

III. *Elementary Mathematics*. Loney's *Elements of Statics and Dynamics*. First and second terms.

IV. *Heat*. One lecture and two laboratory periods per week. Open to students who have had Course II. Third term.

2 hours.

V. *Light*. The theory of Light in its application to familiar optical phenomena and to optical instruments. This course is open to students who have taken Course II or the equivalent, and have a knowledge of

trigonometry. One lecture and two laboratory periods per week, first and second terms.

3 hours.

VI. *Sound*. One lecture and two laboratory periods per week. Open to students who have had Course II. Third term.

2 hours.

VII. *Magnetism and Electricity*. General principles, laws, measurements, and the introduction to their applications, including the elements of the dynamo. Text-book, Thompson's *Elementary Lessons in Electricity and Magnetism*. One lecture and two laboratory periods per week, first and second terms.

3 hours.

VIII. *Theory of Potential* Pierce's *Newtonian Potential Functions*. Third term.

2 hours.

IX. *Dynamics*. Tait and Steele's *Treatise on Dynamics of a Particle*. First term.

3 hours.

X. *Thermodynamics*. This course undertakes to give familiarity with the two fundamental laws of thermodynamics, and with their application to problems in which heat and mechanical energy are the only forms of energy considered. Thermodynamics treats of the relations of heat to other forms of energy, and, as such relations are important in a very great variety of physical and chemical operations or states, the province of thermodynamics is extremely wide. Some of the special subjects considered are:

The absolute thermodynamic scale of temperature.

The physical properties of gases and of saturated vapors.

The velocity of sound in a gas, and its relation to the two specific heats of the gas.

The flow of gas from an orifice.

The theory of the steam injector.

The theory of heat engines.

The theory of refrigerating machines.

The transmission of power by compressed air.

3 hours.

XI. *Laboratory Work in General Physics*. One period per week throughout the year. Pre-requisite: Course II, or may be taken simultaneously.

1 hour.

Geology and Mineralogy.

PROFESSOR DERR.

I *Physiography*. The lectures consider the following subjects: The earth as a planet. The ocean: physical features, currents, waves and tides. The land, continental form, plains, plateaus, rivers, lakes, mountains, volcanic forms, coasts, islands, considered in relation to geographical classification and evolution and to their effect on human development. Laboratory work will be directed to the study of models, diagrams, maps and views of various topographic types in different parts of the world. Lectures and recitations, first and second terms. 2 hours.

II *Dynamic and Structural Geology*. Geodynamics: discussing the atmosphere, water, terrestrial heat, plants and animals, as geologic agents. Structural geology: explaining stratification, displacements, dislocations, fractures, induced rock structures and mineral veins in their relations to the arrangement of the material in the earth. Physiographic geology: pointing out the more prominent earth features and discussing their origin, significance and the agencies affecting them. An enumeration of the common rock minerals in their formation, occurrence and alterations. Lectures and recitations, first and second terms

3 hours.

III *Stratigraphical and Historical Geology*. A study of the strata of the earth. An outline of the salient features of the earth's history, discussing its several eras with their faunas and floras. Third term. 3 hours.

IV *Economic Geology*. A discussion of the general features and formation of ore bodies, followed by a description of the deposits of the ores of iron, copper, lead, zinc, silver, gold and the lesser metals, with especial reference to North America. Text-book, *Kemp's Ore Deposits of the United States and Canada*. Lectures and recitations, first term. 3 hours.

V *Applied Geology*. The course comprises a discussion of the nature and distribution of the non-metallic ma-

terials of an economic value, including coal, mineral oils and natural gas; phosphates and other natural fertilizers together with soils; the geologic conditions of water supply; abrasive and fictile materials; natural and artificial building stones; mortars and cements for construction and road making. Williams' *Applied Geology* and reference reading. Lectures and recitations, second term. 3 hours.

VI *Paleontology*. A study of American fossils characteristic of the various geologic horizons. All the index and other important fossils of each formation are considered. One lecture and four laboratory periods per week. Second and third terms. 5 hours.

VII *Mineralogy*. The lectures first take up Crystallography, while the laboratory work is upon the collection of crystal models and natural crystals. An outline of Physical and Optical Mineralogy is briefly presented by lectures and demonstrations with the polariscope. The larger part of the lectures and laboratory work is, however, devoted to systematic Descriptive and Determinative Mineralogy, which includes the chemical relations of the various species. The lectures are illustrated by specimens from the several collections, while in the laboratory, students are taught the various blow-pipe and other chemical tests, which they apply themselves on known and undetermined materials. Text-book, Dana's *Text-book of Mineralogy*. Lectures and recitations and laboratory throughout the year. Pre-requisite: A knowledge of Physics and Chemistry. 5 hours.

VIII *Physical Crystallography*. This course is mainly Optical Mineralogy and its applications. Principles, apparatus and distinguishing characters of minerals in thin sections. Lectures and laboratory work, first term. Pre-requisite: Course VII. 2 hours.

IX *Petrography*. The lectures treat of the structure, composition, classification, origin, geographical distribution, and geological occurrence of the various families of rocks. The work in the laboratory supplements the lectures and enables students to become familiar with rocks and with practical methods of investigating the microscopical characters of

the rock-forming minerals. Lectures and laboratory work, second and third terms. Pre-requisite: Courses VII and VIII. 2 hours.

X *Assaying*. The work of this course is mainly in the laboratory, and consists of the following: The scorification assay of gold and silver ores, including cupelling, inquarting, parting, and weighing; the crucible assay of gold and silver ores, including the determination of fluxes; the corrected assay of rich ores and precipitated sulphides; the amalgamation assay of free-milling ores; the combination assay of mattes, speisses, etc.; the assay of lead ores and lead bullion; the assay of gold bullion. Lectures, recitations and laboratory work, first and second terms. Pre-requisite: Course VII. 5 hours.

XI *Mining*. Lectures on mining operations and methods, including prospecting, development, methods of working, timbering, shaft-sinking, hoisting, drainage, ventilation, and ore-dressing. Throughout the year. 3 hours.

Astronomy.

PROFESSOR JAMES.

I (a) *Descriptive Astronomy*. Coordinates, constellations, position, constitution and motions of the earth and moon and the sun, eclipses, interruption of the earth and sun. Text, Young's *Manual of Astronomy*.

(b) *Descriptive Astronomy*. The planets, masses, densities and distances, the stars, distribution, constitution, motion in line of sight and proper motion, development of stellar systems. Text, Young.

(c) *Practical Course*. Use of transit, time, latitude and azimuth. 3 hours.

German Language and Literature.

PROFESSOR DUNN.

Instruction in this department aims not only to give the pupil facility in speaking and writing the German language, but also to acquaint him with German life and

character, and to create in him a love for the rich and varied German literature.

From the beginning German is made the language of the class room. The Deutscher Verein meets once a week. All students in the German department are eligible to membership. The object of the club is to furnish additional opportunity for the student to become familiar with the spoken language and to create an interest in everything German. Each week musical and literary programs are given by the students. All the exercises are conducted exclusively in German. Lectures by prominent German educators are given throughout the year.

A special feature of the Deutscher Verein is the German play, which is given each year by students of the department.

I. (a) *Elementary German*. Pronunciation, grammar, memorizing of easy phrases, practice in speaking and writing German. Thomas's German Grammar, Composition Exercises. Gluck Auf.

(b) *Elementary German* (continued). Grammar, special attention given to application of elements of grammar in conversation and in writing compositions, memorizing classic poems, sight reading. Thomas's Grammar completed. Schiller's Wilhelm Tell (complete).

(c) *Modern Prose*. The special purpose of this course is to furnish systematic drill in word composition, word derivation, English-German cognates and the principles of syntax. Jagemann's Composition, half course.

II. (a) Schiller's Wallenstein, with extracts from his *Geschichte des dreissigjahrigen Kriegs*.

(b) Goethe's Faust. Parts I and II.

(c) Schiller's Die Braut von Messina, Lessing's Nathan der Weise.

III. *History of German Literature*. From the Earliest Times to the End of the Middle Ages. German themes and criticisms by members of the class.

Open only to students who have had course II.

(b) *History of German Literature*. Modern Period. Lectures and reports upon assigned topics.

(c) *Middle High German.* Discipline in Phonology, Morphology and Syntax. Critical reading of Hartmann's von Aue, *Der Arme Heinrich*. Practice in German composition is afforded by translation of the mediaeval into modern idiom.

IV. *Teachers' Course.* The course is arranged solely for those who desire to prepare themselves for teaching German in high schools. Advanced Grammar, Theory and Practice of Language Teaching.

Open only to students of excellent class standing and to those who have completed courses I and II.

V. *German Romanticism.* Lectures, Assigned Readings and Reports.

VI. *German Lyrics and Ballads.* This course alternates with V and will not be given in 1904-05.

ROMANCE LANGUAGES AND LITERATURE.

PROFESSOR LEDAUM.

Modern French.

It is recommended that students begin French only after completion of the first year or the first two years of Latin.

I. *French Language. Elementary Course.* Edgren's Grammar, with Exercises. Composition based on Grandgent's Graded Texts. Translation of prose selections from Modern French Authors. Pronunciation and Conversation. 5 hours.

II. *French Language. Advanced Course.* Grammar, Composition, Conversation, Translation of selections from recent French Literature. First term, Short Stories. Second term, Modern Comedies. Third term, French Lyrics. 4 hours.

III. *French Literature.* Translation of selected works—Comedies, Tragedies, Novels, Longer Poems and French Literary Criticism, from the literature of the XVII,

XVII and XIX centuries. Composition, Conversation, French literary review. Students in French Literature are recommended to follow courses in modern French History.
3 hours.

Spanish and Italian.

Spanish. It is recommended that students begin Spanish only after the first year or the first two years of French.

I. *Elementary Course.* Zagel-Schelling's Spanish Grammar. Composition based on Ford's Materials. Translation of prose selections from Modern Spanish Authors. Pronunciation and Conversation.

3 hours.

NOTE—Advanced Courses in French Literature and Elementary courses in Italian, Old French, Middle French and Provencal will be organized as occasion arises.

The texts in all Romance courses will be announced when needed by the student.

CHEMISTRY.

PROF. JONES.

I. *Elementary Chemistry.*

This is a comprehensive course embracing the principal elements and their compounds. The periodic Law is used as basis of development. Special attention is given to writing of equations and stoichiometric problems. Three recitations and two periods of two hours each in the laboratory. Text, Storer and Lindsay.

5 hours.

II. *General Chemistry.*

This course comprises a thorough study of all the Elements including the Hydrocarbons and their compounds. The Theoretical basis of the science is emphasized. Three recitations and three periods of two hours each in the laboratory. Text, Remsen.

6 hours.

III. *Qualitative Analysis.*

The course is based on modern Theory of Solutions. Laboratory-Text, Fresenius.

IV. *Qualitative Analysis.*

Gravimetric, volumetric, electrolytic and combustion methods are embraced. Reference Text-Fresenius. Laboratory two periods.

V. *Spectrum Analysis and Blowpipe Analysis.*

Laboratory one period per week. Other courses will be arranged as demanded.

BOOKKEEPING AND STENOGRAPHY.

MR. CRAYCRAFT.

This course, which is open to students in the academy and in the college, as a part of the regular collegiate or academic work, includes thorough training in single and double entry book-keeping and in short hand and typewriting. Either course when satisfactorily completed entitles the student to five points towards the requirements for admission to the college or a credit of three hours in the college towards graduation. Special students will also be admitted to the instruction in either subject, provided that the ordinary common school course has been finished, but no student will be thus admitted who does not give proof that he has thoroughly completed the common school branches, especially the English and mathematics. No attempt is made to organize a separate business department, but written statements of work completed will be issued to those desiring them.

Bookkeeping.

(a) The principles of bookkeeping, single and double entry work, jobbing, wholesale and commission.

(b) Corporation and banking work, commercial law.

Each student will be expected to practice penmanship in order to write a good business hand, but no attempt will be made towards ornamental penmanship. Daily work will be given in rapid calculation. The Ellis Tablet system is used as the basis of the instruction.

Stenography and Typewriting.

In stenography the Scott-Browne system is taught. The first term is given to the principles and rules for forming word signs. The second term to business letter writing and reporting, and the third term to speed.

In typewriting the Van Sant method of touch writing is used, and the student is expected to practice daily on the machine.

To secure credit for the shorthand and typewriting course the student must be able to take dictation from new matter at the rate of one hundred words per minute, to read his notes accurately and promptly and transcribe them on the typewriter at the rate of forty words per minute, and with due care in punctuation, capitalization, arrangement of sentences, etc.

MEDICAL DEPARTMENT

FACULTY.

R. B. McSWAIN,
President of the University.

W. J. JOLLY, M. D.,
Professor of Anatomy.

F. C. HOOPES, M. D.,
Adjunct Professor of Anatomy.

H. COULTER TODD, A. B., M. D.,
*Professor of Syndesmology and Myology, and
Demonstrator of Anatomy.*

U. L. RUSSEL, M. D.,
Professor of Osteology.

L. HAYNES BUXTON, M. D.,
*Professor of the Anatomy and Physiology of the
Head.*

A. K. WEST, M. D.,
Professor of Physiology.

L. A. RIELY, M. A., M. D.,
Professor of Histology and Bacteriology.

W. E. ALLEN, M. A.,
Professor of Biology.

G. C. JONES, M. A., LL. D.,
Professor of Chemistry.

The present plan of the Medical Department is to establish a standard four years' course, but for the year 1904-05 only the first year's work will be offered. This work will be done in a thorough, practical and scientific way, and the second, third and fourth years will be added as the department develops.

Location.

Oklahoma City, with over 30,000 inhabitants and three hospitals, is rapidly developing an abundance of clinical material. The railroad center here, and the general public spirit of the citizens, as well as the high professional standard among the physicians of the city make it an ideal location for a medical department. For the present the instruction is given in the main university building.

Methods of Teaching.

In accordance with the general progress of methods in medical education the instruction will be given, not so much by didactic lectures, as by recitation and practical work in the anatomical, histological, biological and chemical laboratories. The work of demonstration is not assigned to students, as in so many medical schools, but all the laboratory work is in the hands of the head professors. This plan, made necessary by our being a new school, presents the student with an unusual opportunity.

Credit for Work.

It is desired that we shall be able to add the second, third and fourth years to the course without delay, so that the class which enters in October, 1904, may go on through the other years to graduation, but even if this should not be done, many of the better class of medical schools in the United States already have announced their willingness to admit to the second year of their medical course students who have finished such a first year's course as we offer.

Admission.

For admission to the Medical Department the requirements are the same as for admission to the college. For a full statement of these requirements see the catalogue of the college under the title, Admission to College. A student is

expected to have had a four years' high school course. Particular emphasis is put upon English, mathematics and history, but those who are not prepared from the literary standpoint to meet these requirements will be permitted to matriculate and pursue their medical studies, but will be required to make up deficiencies before receiving any credit for the courses thus taken.

Equipment

The Medical Department of the university shares in the well equipped chemical, biological and physical laboratories. Attention is especially called to the splendid equipment in the biological laboratory, where the very best microscopes and microtomes are placed at the disposal of the students. The Anatomical Laboratory is in charge of a full professor, and an ample supply of material will be provided for dissection.

Expense.

The following are the fees for the full course:

Tuition per year	\$60 00
Anatomical laboratory fee	10 00
Chemical laboratory fee	3 00
Biological laboratory fee	2 00

Students who have been matriculated in the medical department will be allowed to take additional work in any other part of the university, excepting music, art or elocution; and those who have been matriculated as members of the college will be allowed to take courses in the medical department without additional cost in either case.

The medical department begins Wednesday, October 5th, and closes Wednesday, May 10th, thus affording a session of thirty-one weeks.

The courses of instruction are as follows:

ANATOMY.

Professor Jolly, Professor Buxton, Professor Todd, Professor Russell, Adjunct Professor Hoopes.

Believing that a thorough knowledge of anatomy is essential to the success of a practitioner of medicine and surgery, it is the endeavor to render this course as complete as possible.

The skeleton and cadaver will be used to demonstrate the position and surface marking of the principal organs and structures in their normal positions. All means will be used to make this course as practical as possible. To illustrate the subject further, blackboard drawings and anatomical charts will be used during the lectures. This will be a special feature of the course. Seven lectures are given each week to this important subject.

One lecture each week by Dr. Jolly on General Anatomy.

Two lectures each week by Dr. Todd on Syndesmology and Anatomy of the Muscles.

Two lectures each week by Dr. Russell on Osteology.

One lecture each week by Dr. Buxton on Anatomy of the Head.

One hour each week by Dr. Hoopes on Anatomy.

Two hours each week in the anatomical laboratory under the demonstrator. Final examination on osteology, Syndesmology and anatomy of muscles will be given at the end of the first year.

OSTEOLOGY.

PROFESSOR RUSSELL.

Two lectures of one hour each will be given every week to the study of Osteology. Every aid to the student's memory that can be had will be used. The lectures will be

supplemented by blackboard drawings and demonstration upon the human skeleton. The courses throughout will be conducted in a most thorough and systematic manner, and all the personal attention necessary will gladly be given the students to aid them in their work. Not only will the skeleton be studied in its individual parts, but care shall be taken to show, by demonstration upon the cadaver and otherwise every part in the normal position and in their relations to the surrounding parts. A final examination in Osteology will be held at the end of the first school year.

SYNDESMOLOGY AND MYOLOGY.

PROFESSOR TODD.

Two lectures of one hour each will be given each week throughout the term on the anatomy of the joints, ligaments and muscles. The first half of the term will be devoted to the study of joints and ligaments and the second half to the study of muscles. Careful co-operation will be had with the professors of Osteology so that the courses in anatomy may be conducted in a uniform and systematic way. To aid the student in the lecture room, drawings, charts, models and dissections will be used, and every effort shall be made to teach anatomy in a practical way. The muscles shall be studied in their action and in their relation to each other and to the surrounding parts. A final examination will be given at the end of the first school year upon the joints, ligaments and muscles.

PRACTICAL ANATOMY.

PROFESSOR TODD.

The work in practical Anatomy will be under the direct supervision of Professor Todd. The best facilities are to be had for the work of dissection, and accurate and thorough work will be required of each students in this depart-

ment. Regional and surgical anatomy will here be studied with special care, and the students will be called upon to show that they have a clear knowledge of each and every dissections made. The study of comparative anatomy by dissections shall be encouraged and any assistance will be gladly rendered by Professor Todd. Each student is expected to complete and pass a satisfactory examination upon the dissection of at least one part by the end of the first school year.

PHYSIOLOGY.

PROFESSOR WEST.

Two hours each week throughout the year is devoted to the course in physiology, which will consist of lectures, demonstrations in the laboratory and quizzes, covering elementary physiology, physiology of plant and animal cells, the fundamental properties of protoplasm and the proximate principles of the human body. A special effort will be made to ground the student thoroughly in the physiology of the blood, circulation, respiration, digestion and assimilation, secretion and excretion, muscle physiology and animal heat. Examination and proper credit will be given at the close of the year.

Anatomy and Physiology of the Head.

PROFESSOR BUXTON.

The work in this course will be given systematically and thoroughly as a foundation for a clear comprehension of the important clinical work later on, in the third and fourth year's studies. The instruction will consist of one lecture each week, supplemented by charts, models and wet and dry specimens of anatomical material, presented in such a manner as to make the student familiar with these special organs and their functions. The work will begin with the

study of the osteology of the parts, followed by the gross and microscopical anatomy of the organs under consideration. Later, the special and practical physiology of the subjects will be taught.

Normal Histology.

PROFESSOR RIELY, LECTURER.

PROFESSOR ALLEN, LABORATORY INSTRUCTOR.

This course of instruction includes both lectures and laboratory work, and extends throughout the first year course. The equipment of the laboratory consists of most modern microscopes, microtomes, stains and equipment for the mounting of sections for permanent use. Each student will be given personal attention and practical work in handling above instruments and mounting specimens.

BACTERIOLOGY.

PROFESSOR RIELY, LECTURER.

PROFESSOR ALLEN, LABORATORY INSTRUCTOR.

The lectures and instructions in this branch of work continue throughout the first year. The laboratory equipment of microscopes, incubators, sterilizers and accessories is of the very latest and best appliances for the culture and study of the different pathogenic and non-pathogenic bacteria.

THE SCHOOL OF FINE ARTS.

THE FACULTY.

R. B. McSWAIN, M. A.,
President of the University.

JOHN J. MERRILL, M. B.,
Instructor in Piano.

AMANDA O'CONNOR,
Assistant Instructor in Piano.

WILLIAM W. GRAY,
Instructor in Voice and Violin.

JAMES H. BROWNLEE, A. M.,
Instructor in Elocution.

ELIDA G. AMES, B. P.,
Instructor in Painting.

The School of Fine Arts is organized to meet the demand for a more liberal education for those wishing to make a thorough study of any branch of Art, viz: Music, Painting, Oratory. The courses are so arranged as to afford the student an opportunity to secure a symmetrical education, literary and scientific as well as in his chosen Art study; therefore, neither need be neglected to pursue the other.

Special Students.

Those who wish to do special work in any one chosen branch and who do not care to graduate, can select any study to suit their individual taste and convenience without being required to take any additional work, neither are they subject to the admission requirements.

Requirements for Admission.

Any one may be admitted to the school as a special student and receive instruction in music, elocution or art, no matter what his previous literary training may have been, but in order to be admitted as a regular student and become a candidate for a degree the following requirements for admission must be met:

Sufficient work of high school grade to entitle the candidate to 48 points in the subjects required for admission to the College. These points must include English, History and Mathematics.

For admission as a candidate for the degree of Bachelor of Music the preparatory course in music must also be included.

For admission as a candidate for the degree of Bachelor of Painting there must be included in the work offered for admission the equivalent of two years' systematic training in drawing.

Degrees.

Those who complete the course of four years will receive the degree of Bachelor of Music, Bachelor of Painting or Bachelor of Oratory according to the course pursued. Such a degree is conferred only upon those who have complied with the requirements for admission as regular students, and in addition thereto have satisfactorily completed the four years of prescribed work, amounting to fifteen hours' work each year, or a total of sixty hours' credit.

The prescribed courses are given under the several subjects.

ELOCUTION AND ORATORY.

PROFESSOR JAMES H. BROWNLEE.

The courses of study for this department are now being prepared, and they will be published hereafter. The following remarks, general in character, seem appropriate:

While oral speech is conceded to be the best agency for the expression of our thoughts and feelings, yet, strangely enough, this art for some years has been somewhat neglected in the schools. The written word has been getting the greater share of attention. Hence we spell better than we pronounce, and write better than we speak. Reflection, however, will show that the real tongue is not the written but the spoken. Our schools have not indeed put too much emphasis upon correct writing; they have put too little emphasis upon correct speaking.

All good speaking and reading is based upon clear thinking and genuine feeling. *Understand, then express*, is the prime law. However, what is clearly understood and deeply felt may yet be lamely expressed. Elocution is an art as is song; so that in addition to a scholarly comprehension of what is to be expressed there must be a reasonable mastery of the art of expression.

It should be noticed that Elocution is not the art of saying things out of the natural way;—of trilling the British *r*, of mouthing words, of vociferating in a high key, or of speaking in deep and sepulchral accents. It is not mimicry—the buffoon's knack of taking off to the life the brogue of the Irishman, the broken utterance of the German, or the *Pidgin* English of the Chinaman. Nor is it the trick of contorting the face into absurd grimaces “to make the unskillful laugh;” neither is it the art of posing and strutting, or of brainless pantomime.

It is the art of speaking and of reading with ease, variety, and impressiveness—the art of expressing thoughts

and emotions by voice and action in a natural, graceful and forcible way. It is to ideas what execution is to a piece of music; while in its full sense it includes the entire field of oral utterance from the lisping of a child to the finished speech of a Garrick or a Webster.

In artistic speaking, two languages are united; that of thought and that of feeling. The artificial language of words, the signs of our ideas, is wedded to the natural language of tones, looks and gestures, the signs of our emotions. The one is the language of the intellect; the other of the heart. Words address man as a member of the family of men, but tones, looks, and gestures appeal to him as an individual. So the orator conveys his thoughts to his listeners by his choice of words, while he communicates his feelings to them by the modulations of his voice, and by his looks, attitudes and gestures.

Expression in elocution means this harmonious union of thought and feeling in utterance, and impressiveness in delivery springs from an ability to communicate the passion as well as the thought. As a bullet may be moulded out of different metals—of lead, of brass, or of silver—so a word may be articulated successively out of the various tones of the voice and thus be made to express not alone its idea, but also the emotion that lends the idea both vividness and beauty. When one reading aloud conveys only the thoughts, he reads indeed intelligently; but when he does this, and also conveys the proper feeling, he reads expressively.

It is this natural language that furnishes the fire which makes our words sparkle and glow. Eloquent speaking is the union of elevated thought and intense passion,—the utterance of noble words accompanied with such looks, tones and gestures as give them a threefold power over the heart.

The agencies of expression are voice and action. One is audible; the other visible. One engages the ear; the other the eye. The voice is the principal agency, exerting relatively the stronger influence. When sweet, full and

well modulated it can even lull us into forgetfulness of mean gestures and ungainly form in the orator. When perfect it surpasses any instrument of man's invention, only the violin making even an approach to its fascination. Nevertheless, we should not underrate the power of action, for no small part of the orator's influence is owing to his animated bearing, his mobile countenance, and bold, graceful gestures. These lend a visible emphasis to words; and, more than this, enable him to convey delicate shades of sentiment and feeling that words, however, aptly chosen, are unable to express. In short, action is the crowning glory of delivery.

MUSIC.

The Musical Department occupies a part of the main university building. There are ample pianos for teaching purposes and for practice purposes, the latter offering the student opportunities to practice under the guidance of an instructor.

Instruction in instrumental and vocal music is given in two private half hour lessons a week, the so-called "conservatory" or "class" system being wholly abandoned, as the best and most artistic results are dependent on close attention to the individual needs of the pupil. The real and only advantage of the class system—that of observation—are adequately provided for in the weekly ensemble class.

Schedule of Studies.

FRESHMAN.	
Piano, Voice or Violin	6
Harmony	3
Vocal Sight-Reading	7
Ensemble Playing	1
Physical Culture ..	
English (Rhetoric)	3
Musical History	1—15

SOPHOMORE.

Piano, Voice or Violin	6
Advanced Harmony and Analysis.	3
Choral Class	1
Ensemble	1
19th Century Literature.....	3—14

JUNIOR.

Piano, Voice or Violin	7
Counterpoint	3
French, German or English.....	3
History of Fine Arts	2—15

SENIOR.

Piano, Voice or Violin.....	8
Composition	2
French, German or English	3
Recital Graduation	1
Thesis	2—16

Preparatory Course in Piano.

First Year. Special exercises, at and away from the piano for correct formation of the hand and for gaining control of the fingers, wrist and arm muscles, study of the rudiments of music, including notation, time, rhythm, etc.; selections from National Graded course. Grade I. Berens, Op. 70; Duvernoy, Op. 170; Gurlitt, Op. 82; Koehler and Loeschorn. Pieces suitable for this grade are selected.

Second Year. Continued work in technic for a further development of the muscles, consisting of slow finger trills, thumb exercises, theory and practice of scales. Selections from Duvernoy, Op. 120; Krause, Op. 4; Lecoupey, Op. 26; Lemoine, Op. 37; Loeschorn, Op. 65 Book III, and Burgmuller, Op. 100. Pieces by Biedermann, Gade, Gurlitt, Kullak, Lichner, Schmoll, Schumann and others. Sonatinas by Clementi, Dussak, Kuhlau and Rienecke.

Third Year. Further study of scales in all forms, arpeggios, chords and octaves. Selections from Czerny,

Op. 299; Loeschn, Op. 66; Heller's Phrasing Studies, Op. 47 and Op. 45, Lecoupey, Op. 20; Krause's trill studies; Preyer, Op. 35 and Preyer's Octave Studies. Pieces selected from Mendelssohn's Songs Without Words, Durand, Grieg, Lack, Scharvenka. Easier sonatas by Mozart and Beethoven. Little Preludes by Bach.

Collegiate Course in Piano.

Freshman. Proper technical exercises are prescribed for daily practice. Selections from Cramer's Etudes, Two Part Inventions by Bach, Octave Studies by Preyer, Poetic Etudes by Hababier, Piano solos selected from the work of Grieg, Moszkowski, Chaminade, Raff, Schumann, Henselt, Beethoven and Chopin.

Sophomore. Daily technic insisted upon throughout. Three Voiced Inventions by Bach, Cramer's Selected Etudes; Octave Studies by Kullak; Moschele's Op. 70; Sonatas by Beethoven and pieces by Schubert, Moszkowski, Godard, Grieg, Heller, MacDowell and others.

Junior. Daily technic. Clementi, Gradus ad Parnassum; Moschele's Op. 70. Octave Studies by Kullak; English and French Suites by Bach. Sonatas and Concertos (Beethoven, Mendelssohn and Chopin) in addition to a discriminate selection of piano solo pieces.

Senior. Daily technic. Chopin's Etudes; "Well Tempered Clavichord" by Bach; sonatas, concertos and other compositions by leading masters. A complete program of piano master pieces will be required during the year, consisting of compositions by Beethoven, Liszt, Chopin and others.

Musical Theory.

FRESHMAN.

Formation of scales, intervals, consonances and dissonances, chord erection, voice leading, harmonizing melodies, chord inversion and the chord of the six-four, chords

of the dominant and diminished seventh, with their inversions, chord of the dominant ninth, second class discords and the augmented chord.

SOPHOMORE.

A complete study of modulation, musical forms and musical analysis. Harmony completed, including all subjects mentioned, suspensions, the passing note and embellished harmonies.

JUNIOR.

The subject of harmony, given in the freshman and sophomore years, is taught contrapuntally from the beginning. Therefore when the student takes up the study of counterpoint in the junior year he is better fitted than ordinarily. The first term is devoted to single counterpoint, the second term to double counterpoint and the third to canon and fugue.

SENIOR.

The senior year is devoted to original composition, beginning with the smallest phrase forms, until the complete sonata form is reached. The varied dance forms, both classical and modern, are studied and original examples are composed.

Musical History.

The course in musical history includes all important events in the growth and development of the art from the earliest Greek times down to the present era. The course will be supplemented by outside reading, and papers will be written after original research.

History of Fine Arts.

This course, which has a direct bearing on the study of music, will include the survey of architecture, ancient and modern, sculpture, including the types of the 4th and 5th

century down to the 19th century. It will also include painting of the Italian, German, French, Flemish and Spanish schools and modern painting.

The courses of instruction in voice and violin will appear in later numbers of the Bulletin.

PAINTING.

The incorporation of a full university course in Painting offers a unique opportunity for the broadest foundation in Art, for along with the practical work of training the eye and hand, the intellectual side of the student is stimulated by the study of languages, history, history of Art, and the relation of Art to humanity. The necessity of the severest academic training in drawing is recognized, and the course is arranged to meet this need. Beginning with studies from the antique, the student passes by examination to the life and portrait classes, while at the same time attention is paid to still life painting in order to develop the sense of color. Another most important branch of study is composition and the greatest stress is laid upon this. Commencing with the freshman class, its principles are taught progressively from the simplest to the more complex forms.

The following is the course of study leading to the degree, Bachelor of Painting.

FRESHMAN YEAR.

SOPHOMORE YEAR.

FIRST TERM.

Drawing from Casts.
Linear Perspective.
Still Life Drawing.
Sketch from Life.
Pictorial Composition.
ENGLISH CRITICISM,
FRENCH.

Portrait.
Still Life Painting.
Sketch from Life.
Pictorial Composition,
ANCIENT HISTORY.
FRENCH.

SECOND TERM.

Drawing from Casts.	Portrait,
Linear Perspective.	Still Life Painting
Still Life Drawing.	Sketch from Life.
Sketch from Life.	Pictorial Composition.
Pictorial Composition.	MEDIEVAL HISTORY.
ENGLISH CRITICISM.	FRENCH.
FRENCH.	

THIRD TERM.

Drawing from Casts.	Portrait.
Applied Perspective.	Still Life Painting,
Still Life Drawing.	Sketch from Life.
Sketch from Life.	Pictorial Composition.
Pictorial Composition.	MODERN HISTORY,
ENGLISH CRITICISM.	FRENCH.
FRENCH.	

JUNIOR YEAR.

SENIOR YEAR.

FIRST TERM,

Portrait.	Portrait.
Still Life Painting.	Still Life Painting,
Sketch from Life.	Sketch from Life,
Pictorial Composition.	Pictorial Composition,
HISTORY OF FINE ARTS.	ESTHETICS,
FRENCH.	An Essay on Art,

SECOND TERM,

Portrait.	Portrait,
Still Life Painting.	Still Life Painting,
Sketch from Life.	Sketch from Life,
Pictorial Composition.	Pictorial Composition,
HISTORY OF FINE ARTS.	An Essay on Art,
FRENCH.	

THIRD TERM.

Portrait.	Graduating Painting.
Still Life Painting.	Still Life Painting.
Sketch from Life.	Sketch from Life,
Pictorial Composition.	Pictorial Composition.
HISTORY OF FINE ARTS.	Graduating Thesis,
FRENCH.	

THE ACADEMY

THE FACULTY.

- R. B. McSWAIN, M. A.,
President of the University.
- B. H. LOCKE, M. A.,
Instructor in English.
- FLORA ROSENQUIST, A. B.,
Instructor in Latin and Greek.
- MINNIE E. PUNTENNEY, B. S.
Instructor in Science, History and Pedagogy.
- G. L. HARRELL, M. S.,
Instructor in Mathematics.
- L. CRAYCRAFT, B. S.,
Instructor in Commercial Subjects.

The academy is completely separated in faculty and students from the college, except that the college students may remove entrance conditions by work in the academy, and academy students may, under certain restrictions, be admitted to the elementary college courses in modern languages and the sciences. The course of study offered students in the academy includes all the work required for admission to the college. The subjects in the several years are given below. The numerals indicate the number of recitations per week in the several subjects.

For admission as candidates for the A. B. degree.
First year.

High School Arithmetic and beginner's Algebra,	5
English Grammar, with reading and composition,	5
Beginner's Latin,	5

Second year.

Algebra and beginning Plane Geometry,	5
Rhetoric, with practical exercises	3

Caesar, four books,	5
General History,	5
Elective,	2
Third year.	
Plane Geometry completed and higher Algebra,	5
Study of selected master pieces in English Literature,	2
Cicero, six orations,	5
Beginner's Greek and one book of the Anabasis,	5
Elective,	3
Fourth year.	
English Literature, selected reading and theme work,	5
Vergil's Aeneid, six books,	5
Xenophon's Anabasis, books II-IV and three books of Homer,	5
Elective,	5

For admission as candidate for the Ph. B. degree the courses are the same as above, except that the Greek may be substituted by five hours of modern language and five elective.

For the B. S. degree the same substitution is allowed for the Greek and the twenty hours of Latin may also be substituted by an equivalent amount of work in the modern languages and other electives, provided that the electives taken by those seeking admission as candidates for the B. S. degree, must include one year of science.

The subjects from which electives may be chosen are as follows: Latin, Greek, German, French, Spanish, Advanced Mathematics, Physiography, General Biology, Physiology, Botany, Zoology, Geology, Elementary Astronomy, Physics, Chemistry, Manual Training, Drawing, History (ancient, mediaeval, modern, English or American), Elementary Economics, Elementary Pedagogy, Biblical Literature, Music, Stenography and Bookkeeping.

For full description of the exact requirements in each course the student is referred to pages 26-32 in the catalogue of the college.

THE MODEL SCHOOL.

THE FACULTY.

R. B. McSWAIN, M. A.,
President of the University.

L. D. ARNETT, Ph. D.,
(Clark University)

Professor of Education in the College.

MINNIE E. PUNTENNEY, B. S.,
(School of Education of the University of Chicago)
Instructor of Pedagogy in the Academy.

ANN ROSE McLEAN,
(Teachers' College, Columbia University)
Teacher of Kindergarten and Primary Class.

It is expected that the Model School will, in a few years, be developed into an important feature of the University work. Its purpose is twofold: Primarily to afford a concrete example of the best principles of education applied to primary and elementary grades, and secondarily, to provide for those pupils whose parents desire for them the very best possible advantages but who are not yet sufficiently advanced to enter other departments of the University.

Through the South and West some colleges have so-called primary departments, whose main purpose is to add to the enrollment and to bring some revenue. Such schools have methods of teaching and management scarcely the equal of the ordinary public schools.

It is not yet well known what the patronage will justify in the Model School of Epworth University, but the skeleton organization arranged thus far will be filled out as conditions allow. It will be seen that the faculty includes those who have had training at the three best schools

in America for educational principles and methods—Clark University, under the presidency of Professor G. Stanley Hall, the School of Education of the University of Chicago, founded under the leadership of Francis Parker, and now under the direction of Doctor John Dewey, and Teachers' College, Columbia University, New York, under the management of President Nicholas Murray Butler. When the three are taken together they certainly furnish us the best that the educational world of to-day can afford in scientific theories of education and in the most recent advances in educational methods. Miss McLean has had good experience as a teacher of primary work both in the United States and in Mexico, and has recently been visiting the best primary schools and kindergartens of New York city for the purpose of observing the very latest methods.

It is very much desired that those who wish to place their children in the model school should communicate immediately with the President in order that ample accommodations may be provided.

PHYSICAL TRAINING.

PROFESSOR ALLEN, DIRECTOR.

The aim of this department is to assist the students individually and collectively in maintaining good health and working condition while pursuing their studies here, and to give them sufficient knowledge in this line to enable them to supply their physical needs intelligently after leaving the institution. In view of the fact that outdoor exercise is universally acknowledged to be far superior to indoor exercise, other conditions being similar, especial encouragement will be given to all kinds of outdoor work. Furthermore, since recreation is a very important feature in any Physical Training for students especial attention will be given to the best games, and they will be encouraged in every way possible, consistent with the interests of the institution and the whole body of students. The department will give all pos-

sible assistance in the interest of football, tennis, basketball, track athletics and baseball. The director has had several years' experience in all of these, both as player and coach.

Some work in physical training will be required of every student, and it must be regularly done. Classes will be organized for calisthenic work for both men and women, meeting three times per week for each. These exercises will be selected with a view to their general value in promoting and preserving general health and organic vigor. They will be supplemented by work combining the recreative and hygienic features in a high degree.

FACULTY NOTES.

A new school without a record can be known best from its announced aims, its resources and the character of the men who expect to use these resources for the accomplishment of these aims. Although not approving certain styles of advertising indulged in by schools of doubtful character we trust that our friends will bear with us while we state a few facts about the training and experience of the men and women selected for our faculty.

It will be noted that the majority of them have held positions on the faculties of the very strongest institutions and have done postgraduate work in American or European universities. In the selection of the faculty three requirements have been in mind; scholarship, religious activity and practical ability to make a success out of what they may undertake.

Mr. B. M. Drake, who has accepted the chair of English, is a graduate from Vanderbilt University with the degree of M. A., and later with the degree of Ph. D. He has served in his alma mater as assistant in the departments of English and Greek for the last seven years. During this time he has conducted a large part of the under-graduate work in Greek and each year has offered in English, a course for seniors and also the graduate course in philology. For those who know the unusual thoroughness of Vanderbilt University, such a position is a sufficient guarantee of Dr. Drake's scholarship. He is also known as a man of lofty ideals and of great energy. Dr. Drake's experience is ample and as a teacher he has met with marked success. Before being elected to the position in the faculty of Vanderbilt University he taught for several years in Centenary College, (La.), and in Emory and Henry College, (Va).

Mr. Robert Carliton Clark, professor of history and

social science, graduated from Add Ran University with the degree of A. B. in 1895, and from the University of Texas with the degree of M. A. in 1901. He was elected as scholar in history in the University of Wisconsin in 1901-2, and a fellow for the session in 1902-03. His graduate work, both in the University of Texas and the University of Wisconsin, was done in history as a major, with political science as a minor and economics also as a minor, in the University of Wisconsin. He has finished the residence work required for the Ph. D. degree at the University of Wisconsin. Professor Clark has done rather extensive research work in American history, particularly in the history of the west and southwest. He has published several papers as the result of investigation of material from the archives of Mexico. Mr. Clark has had experience in the public school work of Texas as well as some of the smaller colleges of that state and as fellow in the University of Wisconsin, had the opportunity to gain valuable teaching experience. Professor George P. Harrison, head of the department of history in the University of Texas, says: "I think so highly of Mr. Clark that I can recommend him without any feeling of reserve. His personality is attractive and his influence will be felt for good. Indeed, I wish there was an opening for him in this university." Professor F. J. Turner, director of the department of history in the University of Wisconsin, says: "Mr. Clark is a man who has lots in him and is a clear and accurate investigator and a reliable, straightforward fellow. He presents his material well and has the stuff that strong and successful teachers are made of. He completes the work for a Ph. D. in June." Professor Charles H. Haskins, of Harvard University says: "Mr. Clark did excellent work in my class. He has done more investigation work of his own than is common among graduate students and is able to work and think for himself."

Roy C. Flickinger, whom the university has been fortunate enough to secure for the chair of Latin and Greek, graduated with the degree of A. B. from the Northwestern University, Evanston, Ill., in 1899, and with the degree

of M. A. from the same institution in 1901. He has just received the degree of Ph. D. "magna cum laude" from the University of Chicago. From 1899-1901 he taught in Northwestern University, and in 1902-03 offered freshman-sophomore courses in the University of Chicago, where he was also head fellow in Greek for two years. A technical paper, written by him which, appears in the decennial publications of the University of Chicago, has received favorable reviews in German, French and English periodicals. He conducted a Y. M. C. A. Bible class the past year and succeeded unusually well in inspiring young men with an interest in Sunday school work. He has been, during the past year, teacher of a Sunday school class of forty. Professor Shorey, of the University of Chicago, says: "He is one of the ablest and most completely equipped scholars we have ever graduated. He has the qualities of a successful teacher and at the same time the industry, acumen and scholarship that will enable him to do credit to any faculty which he may join, by productive work." Professor Scott, of the Northwestern University, says: "I regard Mr. Flickinger as the most promising teacher and scholar of my acquaintance. We have never had a more successful young teacher than Mr. Flickinger. Mr. Flickinger is fully able to teach with credit in any university in America and has no failings to detract from his education and ability." Professor Capps, of the University of Chicago, says: "He won our highest fellowship twice in competition and was given then a place on our faculty. He proved himself an excellent teacher and has few if any equals as a scholar among our graduate students."

Mr. John N. James, who has been secured for the chair of mathematics, graduated from the University of Michigan in 1886. He taught for five years, principally in the department of mathematics. In 1891 he was appointed electrician at the naval observatory which place he held until 1898. The last two years of this time he was director of the magnetic laboratory. He then took further work in European universities, spending two years at the Univer-

sity of Halle, Prussia, and one at the Sorbonne, in Paris. During the past year he has been assistant professor of mathematics in the University of Michigan, at Ann Arbor, Michigan, which position, although offered to him again for next year, he has resigned to accept the chair of mathematics in Epworth University. Professor James comes from a family of educators. One of his brothers is president of the Northwestern University; and another is professor in the University of Minnesota. His associates regard him as a man of deep religious convictions.

Professor L. D. Arnett, who comes as professor of philosophy and education, graduated from the University of West Virginia in 1898. Having done graduate work in the University of Chicago and in Clark University, he received the degree of Ph. D. from Clark University in 1903, and for the past year was professor of pedagogy in the Wisconsin State Normal. His work at Clark University was principally in the departments of philosophy and psychology. He was fellow for two years in Clark University and has had charge of the work in pedagogy at Shepherd College State Normal school in West Virginia for two years. Professor Arnett is regarded as a true Christian gentleman. His influence over students is great and for good. His scholarship may be judged not only from the indorsement which he has received from those universities which are the strongest in America in the department in which he is specializing, but also from his contributions to the American Journal of Psychology.

Mr. H. M. Derr, who has been elected to the chair of physics and geology, graduated from Leland Stanford University with the degree of A. B. in 1898, and from Columbia with the degree of A. M. in 1901 and from the University of Pennsylvania with the degree of Ph. D. in 1903. He was instructor in mathematics in the Palo Alto Summer School in 1898, was assistant in physics in Columbia University from 1899-1901, was instructor in mining engineering and geology in the University of Wyoming from 1901-1902 and was state assayer of Wyoming for the same

period. In 1899 he was elected university scholar in geology in Columbia University and scholar in physics at Clark University. From 1902-03 he was John Tyndall fellow in physics at the University of Pennsylvania to which position he was re-elected. He is a fellow of the Geological Society of America and a member of the American Institute of Mining Engineers. Mr. Derr has also had considerable experience in geology and mining engineering in South America and has a wide acquaintance of the work done in our colleges and universities.

Mr. W. E. Allen, M. A., who will combine the instructorship in biology with the physical directorship, is a graduate of the Y. M. C. A. Training school at Springfield, Massachusetts, with the title of physical director. He is also a graduate from Earlham College with the degree of B. L. He has done graduate work in the University of Nebraska and has received the degree of M. A. from Lawrence University. For seven years he has had experience coaching athletic teams, football, baseball, basketball, etc. He has also had seven years' experience conducting gymnasium classes. For one year he conducted a normal course in physical training at the Y. M. C. A. training school, Springfield, Massachusetts, and later conducted a similar course in the University of Nebraska. Mr. Allen has also had several years' experience as instructor in biology. Last year he was physical director at Lawrence University. His work both as physical director and as instructor is very highly spoken of. Doctor Ward, professor of zoology in the University of Nebraska speaks very highly of his connection with that institution, where he was registered as a graduate student and at the same time served as an assistant in anthropology and physical training.

Rev. G. C. Jones, A. M., LL. D., who, through his presidency of Arkadelphia Methodist College, is well known as a successful school man throughout the two Territories, has been secured as Professor of Chemistry. Professor Jones is an A. B. graduate of Southwestern Baptist Uni-

versity, which institution honored her successful son with the degree of LL. D. in 1903. He received his A. M. from Vanderbilt University in 1879, and has also done graduate work in Chemistry in the Royal University, Berlin, and in the University of Chicago. Professor Jones has had over twenty years' successful experience as Professor of Chemistry, and he is not only thoroughly scholarly, but a practical chemist. He leased the Arkadelphia Methodist college last June for two years that he might spend the time in rest and study, but he has been prevailed upon to accept the chair of Chemistry in Epworth University. He has already entered upon his work with enthusiasm, and is now visiting different parts of the Territories in the interest of Epworth University.

Miss Sibyl Dunn, A. B., who has been elected to the chair of German, is a graduate of the University of Kansas, and is now doing graduate work in the University of Chicago. She has been a most successful teacher in the Oklahoma City High School. She is a young woman of superior character and unusual teaching ability, and is a conscientious student. Her work is highly spoken of by President Boyd of Norman, Superintendent Baxter and many other prominent school men.

Mr. Henry LeDaum, who will have charge of the department of French, is native French, coming to America at the age of sixteen. During his childhood and earlier education he was at Neuchatel, Switzerland. After coming to America he graduated from the Ohio Wesleyan University and later from Harvard University. He has been an instructor in French in Northwestern University for the last seven years and has pursued studies as a graduate student in the Romance languages in Harvard University, University of Chicago and Heidelberg. Last year he brought out an edition of Rostand's "Les Romanesques," which was published by Ginn & Co. His scholarship and personal qualifications are of the highest order according to the testimony of the various members of the faculty of Northwestern University, who write that they regard Mr.

LeDaum as a scholar of superior mental fineness and elegance, a man of great personal inspiration and equipped as but few teachers are, with the fullest knowledge of the language which he teaches. He is in thorough sympathy with American ideals and is well adjusted to American ways. Edwin A. Greenlaw, of the department of English in Northwestern University writes as follows of Mr. LeDaum: "He is a man of sincere religious faith and a very beautiful character. He is untiring in his efforts in behalf of his pupils, and his interest in them extends beyond the class room into their daily lives. As a result, he is one of the most popular teachers I have ever known. His students think everything of him, and his relations with them are most pleasant. As to scholarly training, Mr. LeDaum's record is worthy of placing him on any university faculty. He has studied in some of the best American and foreign universities, and his record for scholarship is of the highest character. He has edited an edition of a play by Rostand, and I have seen letters from well-known French scholars praising his work in the highest terms. He is a thorough scholar in Italian and Spanish, as well as in French; is an effective literary critic and is as well-read in English as a professor of that subject."

Mr. C. M. Strong, who is section director of the United States weather bureau will have charge of the department of instruction in meteorology. Mr. Strong has completed the preliminary course of training required by the department for those who enter the weather bureau service. The university is unusually fortunate in securing such an instructor and the students of Epworth University may congratulate themselves on being able to take a thorough course in meteorology such as will be a direct preparation for a position in the United States weather bureau service.

Mr. John J. Merrill of Oklahoma City has been elected professor of music and instructor on the piano. Mr. Merrill did his early work in music at the University of Wooster and later graduated with the degree of Bachelor of Music from the University of Kansas. He then studied two

years in Berlin with Ernst Jedliczka on the piano and with Otis B. Boise in musical theory. He was for two years director of music in the University of Oklahoma which position he voluntarily resigned last year to come to a larger city. During the present year Mr. Merrill has conducted a high grade school of music here in Oklahoma City. Mr. Merrill is not only an enthusiastic teacher but is a pianist of rare ability.

Miss Amanda O'Connor, who will be the assistant instructor on the piano, was a pupil of Mr. Wm. H. Sherwood and Mr. W. C. E. Seeboeck of Chicago. She was assistant instructor on the piano in the Oklahoma University for several years, having just resigned her position there to accept the place in Epworth University. Mr. Sherwood speaks very highly of her ability as a student of music and Dr. Boyd and others, with whom she worked at Norman, commend her most heartily.

Professor William W. Gray of Pittsburg, Pa., will give instruction in voice and violin. Mr. Gray is a graduate of the course in music at Muskingum college and later studied in Pittsburg Conservatory of Music with Luigi Von Kuits and Clement Tetedoux and at the Metropolitan Music School of Indianapolis and Cambridge Conservatory of Music of Ohio. Professor Clement Tetedoux of the Pittsburg Conservatory of Music says: "Mr. Gray is an excellent musician. His work will be marked with artistic seriousness and sincerity." Mr. Ora Lane-Folk of the Metropolitan School of Music says: "Mr. William Gray is a very conscientious and thorough teacher and an active and brilliant player." As a leader of chorus Mr. Gray is exceptionally fine. While teaching in Kansas he drilled a chorus of fifty or seventy-five voices which sang at the great Topeka May Festival in 1902 and elicited the highest praise from the musicians of the state. Mr. Gray has also an enviable reputation as an orchestral director. He is a young man of earnest Christian character, pleasant and agreeable, broadly educated and a thorough gentleman as well as an enthusiastic teacher.

Mr. J. H. Brownlee, the instructor in elocution and oratory, during his residence in Oklahoma has won for himself many warm friends and admirers. He came to us from Illinois where he was a recognized leader in educational circles, having been president of the Illinois State Teachers' association and professor of elocution and oratory in the University of Illinois. He has also no little reputation as a public speaker and lecturer.

Miss Elida G. Ames graduated from the regular painting course of Syracuse University with the degree of Bachelor of Painting in 1903. At the same time she received the university scholarship in painting which is given upon the basis of merit. In June, 1904, she completed the Normal Art Course with high standing. Miss Van Valkenburg, head of the Normal Art department of Syracuse University, writes: "Miss Ames has taught with excellent results. I recommend her as one sure to succeed."

Mr. B. H. Locke, who has accepted the place as instructor in English in the academy, is an A. B. graduate of Millsaps College, Jackson, Miss., and an M. A. graduate of Vanderbilt University. He has had several years experience in the public schools of his native state and taught in the Oklahoma City high school for two years. Since being in the territory, Mr. Locke has assisted in conducting several summer institutes. In all his work he has won the reputation of being one of the most scholarly men in the territory. His work in the Oklahoma City high school has demonstrated his ability as instructor in a most creditable manner.

Mr. George L. Harrell, who has been chosen for instructor in Mathematics in the academy, is a graduate of Millsaps College, having taken B. S. in 1899 and M. S. in 1901. He has been Professor of Mathematics and Physics in Whitworth College (Miss.), Professor of Mathematics and Science in Hendrix College (Ark.), and Professor of Natural Science in Centenary College (La.) since his graduation. He has also done graduate work in the University of Chicago. The thoroughness of his work and his excel-

lent Christian character have been universally attested by the members of these institutions. Bishop Galloway terms him "A Christian gentleman and an enthusiastic student," and Professor Muckenfuss of the University of Arkansas says, "*Distinction* is the only suitable word for the quality of his work." We count ourselves fortunate in having secured so strong a man for this position.

Miss Flora Rosenquist, who will teach the academy class in Latin, did her under-graduate work in the University of Kansas and her graduate work in the University of Chicago with the highest credit in both institutions. She has three or four years experience as teacher of Latin in the high schools of her native state. Professor A. L. Olin of the University of Kansas, in reporting his visit to her Latin classes, says that he never saw finer, more skillful, cleaner cut or more successful teaching than she was doing. Miss Rosenquist's training includes not only the work in Latin but also in French, German, Greek and Sanskrit. In personality and in character, Miss Rosenquist is commended as being all that could be wished, faithful and competent in every way.

Miss Minnie E. Puntenney, who has been elected as an instructor in the academy and who will also have supervision of the model school as soon as the demand for this work will justify its full organization, is a graduate of the Illinois State Normal and the University of Chicago. She has been in the educational work sixteen years. For those students not prepared for the college courses in philosophy and education she will offer instruction in pedagogy. Her experience in the Cherokee, Creek and Choctaw Summer Normals as well as in the Illinois Summer Institutes has been very successful. The Children's work in the Ohio Chautauqua was in her hands for a while. She has had the best of technical training in most recent educational theories and methods in the school of education at the University of Chicago and is familiar with the educational conditions in the territories. She taught a few years ago in the Spaulding Institute at Muskogee, and those who knew her

work there have felt that she was one of the best teachers they had known. Miss Puntenney has a pleasant appearance and a strong Christian character and has the reputation of being a young woman of ambition and energy. While in the Chicago University School of Education, she took all the hand work done in that school. Dr. John Dewey, director of the school of education in the University of Chicago, in a personal letter in behalf of her application says: "Miss Puntenney is in every way fitted for such work. She has pursued with advantage and credit to herself advanced work in the school of education during the present year."

Miss Ann Rose McLean, who takes the place of primary teacher in the model school, received her training at Teachers' College, Columbia University, New York. She taught two years in the Collegio Ingles at San Luis Potosi, Mexico, a mission school of the M. E. Church, South. Miss Toland, who was in charge of the school at that time, says: "She gave perfect satisfaction in her work. She had skill in managing her pupils and inspired them to put forth their best efforts. She is a fine Christian lady and did much to make our school popular with the people." During the past year she has been in New York observing the best primary schools and kindergartens of that city, and taking a course in primary and kindergarten work in Columbia University. Professor C. G. O'Grady, instructor in kindergarten and elementary department of Teachers' College says: "Miss McLean's scholarship is quite satisfactory. I consider her one of the most promising students I have."

Mr. R. L. Craycraft will have charge of the Bookkeeping and Stenography classes. There will be no effort to build up a separate business department, but these studies may be elected in one of the regular courses leading to a degree. Mr. Craycraft has strong recommendations, both as to character and ability as a teacher, and he has been a practical business man.

The professors selected for the faculty of the Medical Department are all well known physicians, who have had

thorough training and who stand high in the medical fraternity. The reticence and the modesty of the medical profession regarding their own achievements is sufficient reason for giving no more extended notice here.

BOARDING.

No students will be allowed to board except at approved boarding houses. No boarding house is put upon the approved list until a careful investigation has been made including its location, management, sanitary condition, etc., nor until the University authorities are satisfied that the boarding housekeeper will loyally co-operate with them in discipline and in all other matters. No spying or telltale reporting will be countenanced but this is a Christian school and boarding houses are often more potent in their moral influence than is the class room. Boarding housekeepers who cannot be depended upon to co-operate with the university authorities in maintaining lofty ideals of conduct and in stamping out infringements on the discipline of the school need not expect students to be allowed to remain at their boarding houses. No house will be approved as a boarding house for students which the university authorities do not believe will make a real home for them.

The university authorities retain the right also of approving of each individual arrangement in regard to the boarding house of any particular student and of peremptorily changing a student from one boarding house to another when in their judgment the best interests of the student demand such action. A boy's character is worth too much to be sacrificed when a readjustment of his surroundings (arbitrary though it might seem) would save him.

ATHLETICS.

The university expects to put an emphasis upon healthful athletics but hopes to avoid those hurtful excesses which mar the student's life in many institutions. For our open-

ing year the character of our athletics can be determined solely by the attitude of the management toward athletics and by the character of the instructor in whose hands this work has been placed. The very fact that with our limited resources, we have engaged a salaried physical director who will also act, partly at least, as coach for the various athletic teams, is sufficient indication that athletics will have their due place.

Mr. W. E. Allen, under whose direction the work in athletics has been put, was born on a farm near Indianapolis, Indiana, in 1873. Even in the country school he was a leader in outdoor sports and afterwards in the private academy, out of about one hundred boys, he ranked as the best baseball pitcher, the swiftest runner, the best high jumper and the best broad jumper. The first year in college he played on the college football team and on the college baseball team and the same year was a member of the college gymnasium team. This was in the year '91-'92. In '92-'93 he was a member of the leaders' class in the Y. M. C. A. In '93 he played left guard on the Training School football team at the Y. M. C. A. Training School, Springfield, Mass., and in '94-'95 he played full back on the same team. The same years he also played center on the Training School basketball team. While in the Training School he also served as a member of the baseball team and was awarded, while there, two pentathlon medals and one basketball medal. In the spring of '96, at Earlham College he coached the track team which got third place in the state meet of Indiana. The track team took first place the next year and fourth place in '96. In these first three contests Indiana and Purdue were opponents. In '99 against smaller colleges the track team won first place again. During these years the team also won a number of dual meets. In the year '96-'97, Mr. Allen coached the Earlham football team and won about half of the games. During the greater part of this time he also played full back on the team and as such was ranked among the best in the state. In '98 he coached the West Texas Military Academy football team. In '99 he coached the University of Nebraska's

second team and in the Spring of 1900 he coached the track team in the same institution. This track team was the best in that section of the country. This past year he coached the Lawrence University teams. The football team was beaten only by comparatively small scores by the three big nine teams of Chicago, Minnesota and Wisconsin. During the entire season no other team except these three scored on his team. Beloit, the so-called "Yale of the West" was defeated by the score of 20-0 and other teams defeated by still larger scores. The track team won from Lake Forest and in one-half of their other meets, while the basketball team also won fully half its games.

Mr. Allen's interest will be solely to develop the best side of athletics so that the whole student body may be able to join healthful exercise with pleasant recreation.

SCHOLARSHIPS.

The university offers scholarships valued at \$60.00, entitling the holder to free tuition in the college to the first honor graduate of all the Methodist schools in either Territory that are co-operating with us and to the first honor graduates of the affiliated high schools. In addition it is planned to secure four scholarships from each Presiding Elder's district entitling the holder to free tuition in the college. The beneficiaries of these scholarships will be elected from the district in which the scholarship is provided for and the nominations will be made by the Presiding Elder to the Board of Trustees.

Dr. Callahan of Muskogee has generously offered a scholarship of \$60.00 (free tuition for one year). This practical work of friendship for the University is well directed. To help those who need help in getting an education is one of the things for which Epworth University stands, and Dr. Callahan's example of munificence is one we would be glad to have many of our friends follow.

EXPENSES.

The university fees are as follows:

Matriculation fee	per term, \$	1.00
Library fee	" "	2.50
Tuition in college	" "	20.00
Tuition in the academy	" "	15.00
Tuition in elocution, private lessons..	" "	17.50
Tuition in elocution, class lessons...	" "	7.50
Tuition in piano music with Mr. Merrill	" "	25.00
Tuition in Art, per term	" "	20.00
Tuition in piano music with Miss O'Connor	" "	17.50
Tuition in harmony.....	" "	7.50
Tuition in choral class and sight singing	" "	2.50
Tuition in voice.....	" "	20.00
Tuition in violin.....	" "	20.00
Use of piano for practice, one hour per day.....	" "	3.00
Diploma fee payable at opening of third term in the year of grad- uation	" "	5.00
Laboratory fees in Chemistry, per term "	" "	3.00
Laboratory fees in Biology, per term "	" "	1.50
(Except where otherwise speci- fied.)		
Tuition in Medical Department, per year	" "	60.00
Anatomical Laboratory fee in Medi- cal Department	" "	10.00
Chemical Laboratory fee in Medical Department, per year	" "	3.00
Biological laboratory fee in Medical Department, per year	" "	2.00

Board at reasonable terms may be secured near the university. For a list of approved boarding places and rates of board address the president.

The sons and daughters of ministers in the regular pastoral work, and young men preparing for the regular work of the ministry are admitted to the college and to the academy with free tuition. This courtesy is extended to the ministers of all evangelical churches. Young men who are preparing for the ministry who have not yet been admitted to full connection in an annual conference or attained an equivalent relation in other than Methodist Churches are required to furnish recommendation from a responsible body such as quarterly conference, presbytery or association and must give their notes for the payment of tuition received, such notes to become null and void when the beneficiaries enter the active ministry but otherwise to become due in any case three years after leaving school.

DISCIPLINE.

It is not intended that there shall be a large number of minute regulations, but the University expects to appeal to the best principles of each of the young men and young women in attendance and to implant in them noble ideals of conduct. However, all who are enrolled as students will be expected to submit loyally to all reasonable demands that the University may make upon them in matters of conduct. In particular, no student is expected to be guilty of any thing unworthy of a Christian lady or Christian gentleman. All young men will be expected to be on their premises after nightfall except where there is unavoidable reason for their absence. The use of profane or obscene language will not be countenanced. No trips may be made away from the University except by permission of the President. For the enforcement of discipline appeal is made to the student's own sense of manhood. Spying will not be resorted to, but a careful oversight will be maintained over the conduct of all the students under

our care. Counsel and reproof will be given as occasion demands, and those who do not respond to the efforts made in their behalf will be no longer recognized as members of the University.

EQUIPMENT.

The equipment of Epworth University when compared with the large Eastern universities is very meager indeed, but when the age of the school is taken into consideration we may honestly say that we have ample equipment. The physical, the chemical and the biological laboratories are each furnished with the necessary apparatus and materials for such work as is ordinarily done in undergraduate courses, and provision is also being made for suitable equipment for advanced work. The work in physics will be done largely by the laboratory method, and the physical laboratory is being arranged to meet the requirements of this plan. Very few schools in the South and West have well equipped physical laboratories, but the management of the University have arranged that this defect should not be shared by Epworth University. A fuller description of each of the laboratories will appear in future issues of the Bulletin. For students who are interested in laboratory work Epworth University will offer unusual advantages in that, having a comparatively small number of students and large staff of instructors, and with the equipment of the laboratory all new and especially adapted to the needs of the classes, each student will have unusual attention, and at the same time unusual freedom in the use of the apparatus.

OTHER METHODIST SCHOOLS.

From the very beginning of the Indian Mission Conference, sixty years ago, the Methodist Episcopal Church, South, has been fostering Christian education within the territory of this Conference. The Willie Halsell College at Vinita, I. T., Spaulding Female College at Muskogee,

I. T., and Hargrove College at Ardmore, I. T., are now doing good work for the cause of Christian education. It is not the purpose of Epworth University to interfere in any way with the work being done by these schools.

Willie Halsell College and Spaulding Female College are entering into hearty co-operation with Epworth University. A scholarship of \$60 is given to the first honor graduate of each of these schools, and they are commended to all our friends and patrons as suitable places for their sons and daughters who are not yet ready for the advanced courses offered at the University. Members of the Church that owns and operates these schools, provided they live within the territory naturally dependent upon these schools, are referred to these schools except in case of students already prepared for admission to the freshman class in the collegiate department of the University. Those who desire further information may address Rev. T. F. Brewer, President of Spaulding Female College, Muskogee, I. T., or Professor W. S. Dugger, President of Willie Halsell College, Vinita, I. T. Fuller statement in regard to these schools will appear in the subsequent issues of the Bulletin.

AFFILIATED SCHOOLS.

A few high schools have been recognized as affiliated schools. Their graduates are admitted on certificate, without examination into the freshman class of the University, and their first honor graduate is granted a \$60.00 scholarship. A complete list of such schools will appear in later issues of the Bulletin.

LOANS.

A limited fund is available for loans to worthy young men and young women. Particulars will be furnished upon application.

NEEDS.

Epworth University needs money and co-operation. The money is needed for buildings and equipment and for the meeting of current expenses. The buildings already erected are intended merely to be the nucleus around which other buildings are to be grouped. A separate building for the library (and \$25,000 for purchasing books), separate buildings for each of the laboratories, a Y. M. C. A. building, a large chapel or assembly hall, a large dormitory or dormitories for young women are very much needed immediately, and there are no funds with which to provide them. The funds at our disposal for equipping the library and the laboratories at present accommodated in different rooms of the main building, are insufficient if the University is to achieve that large success for which its friends hope. For meeting current expenses there is needed an annual sum of at least \$10,000, independent of tuition receipts. We already have an assured income from endowment that is sufficiently near this figure to induce us to believe that the attainment of this sum is not at all an impossibility, but with the expansion of the University this figure will become pitifully inadequate. In order to supply additional income for meeting our current expenses there has been organized an Epworth University Guild, membership in which is conditional upon the payment of at least \$5.00 into the current expense fund of the University. Membership certificates are issued and the anniversary will be held at each annual commencement. Funds are also needed in order to provide scholarships for worthy young men and young women in straitened financial circumstances. Besides money, Epworth University needs also loyal support. If our friends will only believe in us as loyally as we believe in them our success is assured. The popularity of the University and the public interest in it is very gratifying, but this must be maintained and even increased.

SPECIAL ADVANTAGES.

Epworth University is not a school of technology, but a college of liberal culture. However, those who desire training for their life work will find Epworth University adapted to their needs. The college offers a greater variety of course as electives for the bachelor degree than is usually found even in older schools. In the modern languages and in the natural and physical sciences there is a full staff of instructors and elaborate courses are offered. The courses in meteorology are a direct preparation for government service. The school of education offers both practical and theoretical training for those expecting to become teachers. Those contemplating law as a profession will find the courses in history and political science and the courses in oratory adapted to their needs. Those who are preparing for civil or electrical engineering will have the opportunity of doing their work in mathematics and physics under the instruction of those professors whose experiences peculiarly adapt them for knowing and meeting the needs of this class. While those interested in mining take courses in geology under a practical miner who has been state assayer in one of the large western mining states and who has had experience in mining operations on two continents. The course in astronomy is taught by one who has had seven years' experience in the U. S. Naval Observatory. If any look forward to the commercial life they will find ready for them not only the subjects taught in the ordinary business schools but also courses in economics, banking, finance, commercial history, technological sciences, the modern languages most used in commerce, etc. In the preparation for the ministry there are not only the courses in literature, philosophy and sociology, but also elaborate and thorough courses in biblical literature including church history, comparative religion and Christian missions as well as Hebrew and New Testament Greek. There are also special courses of training for religious workers.

Epworth University is in a healthful location, with

climate unexcelled. It is conveniently located and easily accessible to all parts of the Indian and Oklahoma Territories. For citizens of either of the Territories there is a peculiar advantage in seeking an education at one of the institutions of this coming state. This results not merely from the principle of patronizing home institutions, but also from the danger that those educated in other states will get out of touch, perhaps even out of sympathy with territorial conditions. Even for those not now residing in either of the Territories, Epworth University offers exceptional privileges as this is now perhaps the most rapidly developing section in the union and a college course is by common admission one of the best places to form acquaintances and make one's adjustment to the new country.

At the very first a healthful emphasis has been put upon athletics and physical training generally.

An atmosphere of pure scholarship may certainly be depended upon in a faculty made up of men the majority of whom have taught in the leading universities of this country and many of whom would be able to maintain themselves by productive work in any university faculty. If the age of the school is taken into consideration, we may safely boast of an unusually large library and ample laboratories. The requirements for entrance and for graduation are those of the large Eastern institutions, a standard of thoroughness not hitherto attempted by schools in this section. In addition to the regular college course in literature, philosophy and science credit is also given towards a degree for work in bookkeeping, stenography, elocution, art and music.

The credit given for music and art does not include the mere technical instruction in playing or painting except where the student rises to the point of real artistic interpretation and production. The head of the art department has had successful experience as teacher at Syracuse University which has one of the strongest art departments to be found in the United States. The instruction in bookkeeping and stenography is without additional expense. The

instruction in elocution and oratory is by one who is himself an orator of no mean ability. All the instruction in music is given by teachers who have had the best advantages offered in this country and the principal instructor on the piano has studied under some of the best European masters.

It is believed that the spirit of Epworth University will be helpful toward developing the best elements of character. It is a Christian school in a practical and real sense and stands as a protest against narrow sectarianism and ecclesiastical partisanism. It is the intention of the management to make it not so much a church school, although, of course, it is loyal to the Church, but a religious school in the fullest meaning of the word. It is also a new school with all the fresh enthusiasm of a new enterprise. Discipline will be strictly administered. Each student has the personal oversight of the president and his corps of twenty-three assistants. In the organization of Literary Societies, the Y. M. C. A., Y. W. C. A., Athletic Association, etc., students who have already finished a part of their college course elsewhere will have unusual opportunity for developing their capacity as leaders. Special attention will be given toward helping poor boys and poor girls to make their way through school.

1871

1872

1873

UNIVERSITY OF ILLINOIS

PRESIDENT'S OFFICE

Who are the Eight Thousand? Will You be One?

"Who's Who in America," contains 1,300 pages of brief biographies of such persons now living in America as have become noted factors in the achievements of the age.

With a view to determining what effect education of the various grades has had on success in life, the school training of each of these men and women, "of more than local note," was ascertained and 7,852 were thus educationally classified.

There are in the United States 40,782,007 persons over 21 years old. These are divided educationally about as follows:

Class 1—Without School Training	- - - -	4,682,498
Class 2—With only Common School Training	- - - -	32,862,951
Class 3—With Common and High School Training	- - - -	2,165,357
Class 4—With College or Higher Education Added	- - - -	1,071,201

How many of the eight thousand distinguished citizens of the United States on the "Who's Who" list came from each of these classes?

The 4,682,498 of Class 1 furnished	- - - -	31
The 32,862,951 of Class 2 furnished	- - - -	808
The 2,165,357 of Class 3 furnished	- - - -	1,245
The 1,071,201 of Class 4 furnished	- - - -	5,768

It thus appears:

1st. That an uneducated child has one chance in 150,000 of attaining distinctive place in the progress of the age.

2d. That a common school education will increase his chances nearly four times.

3d. That a high school training will increase the chances of the common-school boy twenty-three times, giving him eighty-seven times the chance of the uneducated.

4th. That a college education increases the chances of a high school boy nine times, giving him two hundred and nineteen times the chance of the common-school boy, and more than eight hundred times the chance of the uneducated.